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THE DEVELOPMENT OF STUDY MATERIALS FOR USE IN
PARENT EDUCATION GROUPS

by

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PART I

A BACKGROUND FOR THE DEVELOPMENT OF A
PARENT EDUCATION STUDY GUIDE

CHAPTER I

A SURVEY OF THE NEED FOR PARENT EDUCATION MATERIALS

Parent education as a movement is a product of the twentieth century. It has been a natural, spontaneous response of parents to the extraordinary growth of the psychological and sociological study of children that has occurred in the last four or five decades. Puzzled by the quantity and complexity of the findings of child research and by the sometimes conflicting conclusions drawn by the child specialists; forced to an increasing awareness of their importance as one of the essential molders of their children's personalities; and troubled by the rapid changes taking place in society and family life, conscientious parents have been driven to seek understanding and help.

I. A DEFINITION OF PARENT EDUCATION

For the purposes of this study, parent education is defined as the effort of parents to learn, in the light of an ever-growing body of knowledge, what constitutes satisfactory parent-child relationships. That assimilated knowledge will produce a change in attitude and performance where necessary is a hope that parent education shares with all education.

In a report prepared as a result of the 1930 White House Conference, editor Sidonie Gruenberg described parent education as "a manifestation of the concern which adults normally feel for the welfare of their children combined with a new faith in the value of intelligence for practical

purposes."¹ In a more recent article, Orville Brim states, "Parent education can be viewed as an attempt to influence and change the role of parents."² In this attempt, parent education has experimented with a variety of techniques, methods, and materials and has modified its emphases to keep abreast of the new findings of research as they accumulated. The form of parent education which receives primary emphasis in this study is the parent education discussion group.

II. THE DEVELOPMENT OF MODERN PARENT EDUCATION

Antecedents of modern parent education. The antecedents of any movement may be scattered in a seemingly unrelated fashion throughout the culture. For example, as early as the 17th century the isolated voice of John Amos Comenius (1582-1670), the Moravian educational reformer, could be heard advocating in his School of Infancy "a home curriculum which included, among numerous other experiences, food, sleep, fresh air, and exercise. He also urged mothers to nurse their infants and argued for regularity of habits."³ By about 1800 the kindergarten and nursery education movement was under way in Europe with the work of Oberlin in France, Pestalozzi in

¹ White House Conference on Child Health and Protection, Parent Education, A Report of the Subcommittee on Types of Parent Education, Content and Method, Sidonie M. Gruenberg, Chairman. New York: The Century Company, 1932. p. 16.

² Orville G. Brim, Jr., "The Sources of Parent Behavior," Children, 5:219, November-December, 1958.

³ National Society for the Study of Education, Preschool and Parental Education, Vol. XIV, Yearbook XXVIII. Bloomington, Illinois: Public School Publishing Company, 1929. p. 10.

Switzerland, and Froebel in Germany. An interest in child hygiene and child welfare had also begun in England.

Yet when the early mothers' study groups in the United States began to meet in the 1880's, "there were few 'authorities' on which to draw. They turned largely to the philosophers: Rousseau, Plato, Spencer, Felix Adler."⁴ A variety of forces was already at work, however, to bring about a radical change in child study. Child welfare, child health, educational philosophy, preschool education, psychological and sociological study of children, and a few mothers' study groups, all in their incipient stages, converged at the beginning of the 20th century. (See Appendix A, 1800-1900.)

Parent education in the United States from 1900 to 1930. These isolated, weak, disorganized efforts to aid and understand children were to unite with a force which literally exploded in the second decade of the new century. The 1930 White House Conference report on parent education stated that:

"At the beginning of the 20th century there was little scientific knowledge about the behavior or learning of children and little service was available in the handling of maladjustments of family life. The first decade, however, brought the contributions of psychiatry, social work, mental hygiene, clinical psychology, and research in education which have served as a basis for subject matter and techniques used in dealing with the problems of children and family life."⁵

⁴ Aline B. Auerbach, Josette Frank, and Anna Wolf, "Sidonie Matsner Gruenberg and the Child Study Association," Child Study, 33:16, Fall, 1956.

⁵ White House Conference on Child Health and Protection, op. cit., pp. 33-34.

At the turn of the century interest in children focused primarily on the child as a member of society; and efforts directed toward "child saving" were particularly prominent during the early part of the century. Much of the work of the early organizations--the Children's Bureau, the Children's Home Societies, the Conference of Charities and Corrections, the Child Welfare League, and others--was directed toward improving the health and welfare of children. (See Appendix A, 1900-1920.) The theme of the first White House Conference in 1909 centered about the needs of dependent children.

In addition to these ever-enlarging efforts to improve the status of children, the psychological and sociological study of children was also gaining momentum. Soon after the beginning of the century the implications of the work of Darwin, Pavlov, Freud, Dewey and others began to have their effect on the western world, and there was a consequent rapid rise of interest in the effects of child-rearing procedures.

Parents and others interested in the education and welfare of children became increasingly aware of the importance of the early years of childhood, and, since those years are typically spent in the home, the importance, therefore, of the relationships between parents and child. An upheaval in the world of parents could logically have been anticipated when the implications of the theory of evolution, the early studies of the effects of environment on the human being, and the findings of psychoanalysis in regard to the conscious and unconscious psychological processes were finally absorbed.

Research findings continued to accumulate, and parents began to be

aware of the confusion in reference to cause and effect in parent-child relations. Certain extremes of emphasis in parent education appeared as a result of the early research investigations. Freud's theories regarding the sexual orientation of children led to great stress being placed for a time on the importance of sex education. Research which indicated that problem behavior in children can be due to coercion and frustration led some educators to advocate extreme permissiveness as a cure-all for maladjustment. Character research led to an emphasis on habit training.

By the century's second decade, child research was well established. Since information received from child study was of great importance to all those who worked in any way with children, it became necessary to train leadership to deliver this new authoritative information to those who needed it. The universities were the logical centers for this continued research, the dispensing of information, and the training of leadership. A study of the events which occurred between 1920 and 1930 indicates the remarkable growth of child study in the colleges and universities during those ten years. (See Appendix A, 1920-1930.)

Such foundations as Commonwealth, Laura Spelman Rockefeller Memorial, Russell Sage, Elizabeth McCormick Memorial, and others provided the financing for much of this research. Federal funds made possible the spread of child study through home economics and agricultural extension services.

Since parents were of necessity among those who needed the knowledge obtained from child study, they became strategic subjects for much of the educational efforts of the leadership trained during this period. There

was rapid growth of parent education during the twenties.

Parent education since 1930. At the White House Conference in 1930 the child development movement pooled its discoveries, and, armed with its new Children's Charter, started out to see where the road ahead led. In spite of the obstructions of a depression and a world war, there was expansion in all areas of interest in the affairs of children after 1930.

Numerous examples of this rapid growth could be cited. In 1915 there were 18 persons present at the organizational meeting of the Child Welfare League. By 1945 the League's membership included 189 member organizations and 273 affiliates. At the beginning of the century there was one juvenile court; by 1945 there were juvenile courts in all the states. The first marriage preparation course was taught by Ernest Groves at Boston in 1924. By mid-century, marriage preparation courses at Stephens College enrolled 300 to 400 students each year, at the University of California 2000 students each year, and at Michigan State 3000 students per year. The Children's Bureau bulletin, Infant Care, first published in 1914, had by 1955 gone through ten editions and been distributed to almost thirty-five million people.

The mass media also reflected the great interest in child development subjects. The prevalence of stories of the psychological problems of family life on television and radio, the ever-increasing lists of texts and books on the child and the family, the growing number of journals and magazines in the field, and the omnipresent articles--some authoritative, and some not--in the popular magazines all attested to this interest.

Because most parent education groups are local, unreported efforts, it is difficult to estimate the extent of the spread of parent education. But Bossard reports that

"by 1932 courses in parent education were offered in one or more colleges and universities in at least twenty-five states; and that by 1935 a fifty-three page pamphlet, issued by the United States Office of Education, was required merely to catalogue and describe briefly the agencies, public and private, that were working in this field."⁶

So by mid-century, the affairs of children were one of the nation's chief concerns and parents, recognizing the importance of their influence on children, were in great numbers seeking information and help. They became one of the primary objects of the educational efforts of the many organizations and agencies which dealt with the affairs of children.

Why had this growth in parent education taken place? To function as a parent is seemingly a very natural process which should not require the interference of "specialists." Were there peculiar conditions in our society which were operating to produce anxious, perplexed, insecure parents who must seek information on how to be parents?

Historically the White House Conferences have reflected the pressing interests of parents and specialists. The theme of the 1960 Conference deals with the problems of preparing children to live in a world of change. It is interesting to note also that the 1959 biennial meeting of the Family Service Association of America had as its theme, "The

⁶ James H. S. Bossard, The Sociology of Child Development. New York: Harper and Brothers, 1954 edition. p. 672.

Family--Unit of Permanence in Continuing Crisis."

Is this age really marked by unprecedented change? If so, what are some of the forces of change that are at work on the family, which Wilder calls "the basic molecule of society."⁷ What could be the specific implications of change for parents and for the educational efforts to help them understand their role as parents in a changing world? Do the seemingly insignificant, daily happenings within this "basic molecule" reflect the alterations in the society about it? Milton Senn, writing in the Children's Bureau magazine, Children, states,

"Practices of child care are never isolated from other important, dynamic forces in society; rather they reflect changes taking place in other areas--general, economic, cultural, and psychological."⁸

III. THE PLACE OF PARENT EDUCATION IN A CHANGING SOCIETY

One of the most frequently heard characterizations of our age is that it is an "Age of Anxiety." In a discussion of our modern loss of confidence, Joseph Wood Krutch, philosopher and critic, indicates that the term fits our age well, that

"it does appear that some sort of uneasiness is now more widely acknowledged and more variously explained than even the most skeptical observer would believe to be usual....Few ages

⁷ Amos N. Wilder, "The Spirit of Our Culture," in The Challenge of Our Culture, edited by Clarence Tucker Craig. New York: Harper and Brothers, 1946. p. 150.

⁸ Milton J. E. Senn, "Fads and Facts as the Bases of Child-Care Practices," Children, 4:43, March-April, 1957.

have been less sure, rightly or wrongly, that they know what to expect."⁹

This anxiety is communicated to the family by society and by the family to the new generation of children. In the book, The Lonely Crowd, Riesman, in describing the task of what he calls "inner-directed parents," says, "Whatever they [inner-directed parents] may seem to be teaching the child in terms of content, they are passing on to him their own contagious, highly diffuse anxiety."¹⁰ In this process of socialization, children are "being fitted for roles not as yet fully determined,"¹¹ a difficult task for even the most intelligent of parents, indeed, an almost impossible task demanded by an anxious, changing world.

Certain causes of change in modern society. The historian or sociologist can enumerate some of the more obvious causes of change and anxiety in modern society: industrialization, urbanization (and suburbanization), technology, specialization, mobility, world-wide communication, standardization. The average parent can give untechnical, everyday examples of these changes if asked to describe the transformations of family life that have taken place within his own experience and

⁹ Joseph Wood Krutch, "The Loss of Confidence," The American Scholar, 22:142, Spring, 1953.

¹⁰ David Riesman, Nathan Glazer, and Reuel Denney, The Lonely Crowd. Garden City, New York: Doubleday and Company, 1955. p. 66.

¹¹ Ibid., p. 59.

memory.

A conflict of values for the present age has been brought about in part by scientific thought, the self-same force which in the preceding section was shown to be one of the prime influences on the growth of child study and child welfare. Amos Wilder, in analyzing the spirit of our culture from a religious point of view, says:

"Thus science on its various fronts seemed not only to have discredited the scriptural and traditional basis of religion and the illusions as to its ideals, but also to have identified realities in human behavior that are beyond the control of either reason or faith."¹²

Jung, the psychoanalyst, expresses somewhat the same view when he writes, "Science has destroyed even the refuge of the inner life. What was once a sheltering haven has become a place of terror."¹³ And Krutch, continuing his diagnosis of modern man's loss of confidence, concludes,

"...it is just at this moment, when choices have become unprecedentedly fateful...that scientific theories have persuaded us to abandon the very premises which might have made us feel capable of directing the power that science has put into our hands."¹⁴

Some of the implications of change for the individual and the family. As a consequence of this upheaval in society, certain analysts

¹² Wilder, op. cit., p. 144.

¹³ C. G. Jung, Modern Man in Search of a Soul. New York: Harcourt, Brace and Company, 1933. p. 236.

¹⁴ Krutch, op. cit., p. 152.

have described modern man as suffering from feelings of isolation, disintegration, meaninglessness, alienation, or depersonalization. The effects of societal forces on personality are indicated, for example, by Horney in The Neurotic Personality of Our Time:

"All these factors together--competitiveness and its potential hostilities between fellow-beings, fears, diminished self-esteem--result psychologically in the individual feeling that he is isolated. Even when he has many contacts with others, even when he is happily married, he is emotionally isolated."¹⁵

Erich Fromm, who interprets "the present human condition" from the psychoanalytic viewpoint, says:

"In spite of increasing production and comfort, man loses more and more the sense of self, feels that his life is meaningless, even though such feeling is largely unconscious."¹⁶

There is loss of tradition; the old tenaciously held absolutes are seemingly dead; rituals and symbols have lost their meaning. The psychologist, Gardner Murphy, describes this aspect of society's predicament in this way:

"The fundamental conflict of values, resulting from three centuries of anti-authoritarian thought and conduct and capped by the present-day authority of the impersonal business code, means that there are several different right ways of behaving in every field of living."¹⁷

Modern man, as viewed by the theologian, Paul Tillich,

¹⁵ Karen Horney, The Neurotic Personality of Our Time. New York: W. W. Norton Company, 1937. P. 286.

¹⁶ Erich Fromm, "The Present Human Condition," The American Scholar, 25:33, Spring, 1956.

¹⁷ Gardner Murphy, Personality. New York: Harper and Brothers, 1947. P. 909.

"no longer possesses a world view in the sense of a body of assured convictions about God, the world, and himself. The feeling of security in a system of theoretical and practical ideas about the meaning of his life and of life in general has gone."¹⁸

"The man of today is aware of the human ambiguity....He is aware of the confusion of his inner life, the cleavage in his behavior, the demonic forces in his psychic and social existence. And he senses that not only his being but also his knowing is thrown into confusion, that he lacks ultimate truth, and that he faces, especially in the social life of our day, a conscious, almost demonic distortion of truth. In this situation in which most of the traditional values and forms of life are disintegrating, he often is driven to the abyss of complete meaninglessness...."¹⁹

Change has its effect on family functions as well as on individual personality. As early as 1932 Gruenberg gave parents this warning:

"The midwife's lore and the grandmother's mysterious formulae have no valid place in a society which is committed to technology. Whether parents wish to or not, they will be compelled by the circumstances of their social environment to rear children according to more modern principles.

.....
 "We do not know what the next day may bring forth, and all of our rules and guides acquired with so much pain from the past must be applied tentatively with full consideration of time and place. Many of the deep convictions of yesterday turn out to be parochial customs for which the world of today has but a smile of patronage."²⁰

Bossard, in describing the effects of social change on the family's transmission of culture, says,

"The family . . . has always served as a refuge and an insur-

¹⁸ Paul Tillich, The Protestant Era. Chicago: The University of Chicago Press, 1948. p. 192.

¹⁹ Ibid., p. 194.

²⁰ White House Conference, op. cit., pp. 11 and 21.

ance. In times past, it has been the physical and economic side of this that has been emphasized. . . Today. . . it is against the hazards of the spirit that the family offers its chief protection."²¹

He also emphasizes that the family of today must prepare the child to live in a changing world, yet must, at the same time, provide a sense of stability and security:

"Today the family increasingly becomes the manager or administrator of the child's induction into the culture. A part, and a highly important part, of its function remains what it has always been, but in addition there are increasingly the tasks of selecting parts of the culture to be emphasized, establishing necessary and advantageous contacts with specialized cultural agencies, detouring around some aspects of the culture, depreciating others--in short, manipulating and assessing the expanding process of inducting the child into an accumulating culture."²²

As the outline of the growth of child study in a previous section attempted to indicate, there has been a rapid rise in agencies and organizations which tend to take over some of the family's traditional functions. The family must adjust to this trend without losing status. In the words of sociologist, Ruth Cavan,

"Values once centered in the family must be adjusted so that other agencies contribute to their accomplishment without depreciation of the worth of the family."²³

The probably loss of tradition and absolutes in our society has its effect on the family as well as on the individual. In The Lonely Crowd, Riesman writes,

²¹ Bossard, op. cit., p. 138.

²² Ibid., p. 137.

²³ Ruth Shonle Cavan, The American Family. New York: Thomas Y. Crowell Company, 1956 edition. p. 29.

"The loss of old certainties in the spheres of work and social relations is accompanied by doubt as to how to bring up children. . . . In their uneasiness . . . they turn increasingly to books, magazines, government pamphlets, and radio programs."²⁴

Writing of the lack of effectiveness of historic patterns for the modern family, Lawrence Frank says:

"We see this lack of understanding of changing cultural conditions in parents' frequent protests that the time-honored methods of child rearing worked: they produced steady, honest citizens, good husbands and wives who reared their children to become worthy successors . . . Many did grow up . . . to be good citizens, living in a society where all shared these beliefs, but often carrying heavy burdens of guilt, resentment and anxiety for which their society offered various rituals and sources for release, such as atonement, reassurance, strengthening and consolation in their churches.

"Today many parents contrive to rear their children according to this historic pattern; but the child is growing up in a society where for many these rituals and resources have lost most of their former efficacy. Thus the individual today must frequently carry unaided and alone a heavy load of anxiety, of guilt and often hostility, which he may express in anti-social activity, in self-defeat or both. We continue to rear children in a world that no longer exists, thus incurring this mounting toll of human wastage."²⁵

The foregoing quotations are, of course, highly selective examples of the analyses of our age; any collection of views of society would tend necessarily to be a subjective choice. But in the light of the great amount of analysis being done in these days--descriptions of "the beat generation," "the organization man," "the silent generation," "the opulent society," and so on and on--these quotations give a comparatively

²⁴ Riesman, op. cit., pp. 67 and 69.

²⁵ Lawrence K. Frank, "Is Parent Education Necessary?" Child Study, 33:14, Fall, 1956.

conservative picture of the changes that are taking place. Most laymen are aware that there is great change, even if they are incapable of analyzing it. Many parents, if their interest in child study can be given as evidence, are aware that the family is being buffeted about, whether they can determine the underlying causes of the buffeting or not.

Parent education discussion groups as a partial solution. "Prophets of Doom" may be the tag hung on the analysts by some critics. However, many who attempt to describe the forces working in society, while deploring certain apparent tendencies, do offer their own sometimes quite optimistic solutions to the dilemma as they view it.

Some say that the hope for modern man is to retire from the complexity and materialism of the age to the simple life, to those individual, face-to-face relationships which he can in some measure control. But there are some voices raised urging men on to a more assertive individuality. Gardner Murphy asks if we have not "lapsed into the habit of speaking as if the individual were a creature of society and as if the problem of individuality were a question of what society makes of the individual?" He continues by pointing out that individuals can sometimes be too strong for society.²⁶

Riesman makes a plea for "autonomous" men, "those who on the whole are capable of conforming to the behavioral norms of their society . . .

²⁶ Murphy, op. cit., p. 912.

but are free to choose whether to conform or not."²⁷ He concludes his book with the emphatic assertion:

"... of one thing I am sure: the enormous potentialities for diversity in nature's bounty and men's capacity to differentiate their experience can become valued by the individual himself, so that he will not be tempted and coerced into adjustment or, failing adjustment, into anomie. . . ."²⁸

Other solutions offered urge man to use his intelligence and new knowledge combined with love to redeem himself. After discussing his theory concerning man's drive toward self-destruction, Karl Menninger, in Man Against Himself, states:

"The sum of the whole matter is that our intelligence and our affections are our most dependable bulwarks against self-destruction. . . . To the support of our intelligence we must bring the conscious and purposive direction and encouragement of love."²⁹

A similar idea is used by Fromm, who suggests in part,

"Man can protect himself from the consequences of his own madness only by creating a sane society which conforms with the needs of man, needs which are rooted in the very conditions of his existence, a society in which man relates to man lovingly, in which he is rooted in bonds of brotherliness and solidarity; . . ."³⁰

But the individual cannot express love or use his intelligence just because he is enjoined to. And there are great difficulties in striving to be autonomous in an organized, standardized world which sets great store on adjustment and conformity. What is the alert, concerned

²⁷ Riesman, op. cit., p. 278.

²⁸ Ibid., p. 349.

²⁹ Karl A. Menninger, Man Against Himself. New York: Harcourt, Brace and Company, 1938. p. 470.

³⁰ Fromm, op. cit., p. 35.

parent to do in the face of these, and so many other, ambiguities? What kind of home life is needed to help produce individuals capable of living in a changing world?

Related questions are asked by Erik Erikson in Childhood and Society:

"Assuming that our clinical experience has led us to detect meaningful connections in the relationship between the anxieties of infancy and the upheavals of society, what order of insight is this and what kind of power does it offer us? Will the utilization of this knowledge help us create synthetic child-training systems which will manufacture the desired kind of personality in our children?"³¹

One solution that he offers is,

"... the whole formidable array of worries and superstitions discussed in this book could step by step, become subject to a more judicious approach; and this especially if group instruction by experts and the mutual enlightenment of parents in group discussion is carried over into all phases of parenthood; for I fully believe that the new techniques of discussion which are now being developed in this country . . . have a good chance of replacing the reassurance emanating from a continuity of tradition."³²

After discussing the pressing problems related to the present incidence of delinquency and maladjustment, Lawrence Frank concludes:

"If we hope to reduce this great human wastage and increasingly to foster healthy personality development, it is obvious that some of the beliefs, expectations and methods of parents must be revised and in certain cases very largely superseded by a new orientation. But this means a genuine alteration in our culture, reformulating our traditional ideas so that they are consonant with our new knowledge of child growth and development."³³

In summary, parents and the family are important first links between

³¹ Erik H. Erikson, Childhood and Society. New York: W. W. Norton and Company, 1950. p. 369.

³² Ibid., p. 377.

³³ Frank, op. cit., p. 14.

society and the child. There has been a great increase in knowledge concerning both the inner life of the child and the influences of society upon the child and his family. In a society marked by rapid change, complexity, and conflict of values, perplexed parents are seeking understanding and help. Parent education which uses group discussion techniques may be one partial solution to their dilemma.

IV. OBJECTIVES OF MODERN PARENT EDUCATION DISCUSSION GROUPS

Persons with mutual problems frequently band together to seek common answers. Such has often been the case with parents interested in seeking answers to their problems in today's world. The discussion group method has been one means used by parents because "it recognizes that individuals need time and the support of others to alter their thinking and to revise their relations."³⁴

In the light of the growth of child study and certain changes in society which have been discussed in the preceding sections, the following are suggested objectives for parents' discussion groups:³⁵

1. to dispense authoritative, up-to-date, interdisciplinary informa-

³⁴ Ibid., p. 15.

³⁵ To be fully realized, these objectives require the leadership of a person who has an interdisciplinary background of training and a facility with group discussion methods growing out of a knowledge of human behavior and a genuine regard for people and their ability to profit from learning.

tion concerning children and family life taken from the findings of reputable, tested, study and research;

2. to encourage parents to criticize intelligently the child care and family relationships materials that they read;

3. to help, by the use of proper materials and group discussion methods, to build parents' self-confidence;

4. to give parents some understanding of the changes that are taking place in society which make knowledge of child development and family relationships materials necessary and helpful in this day;

5. to give parents a new objectivity about themselves (both as individuals and as parents), about their children, and about their family life.

V. THE PROBLEM OF THIS STUDY

There appears to be no widely circulated study guide for use by parent education discussion groups which embodies the objectives outlined in Section IV.³⁶ True, there are excellent materials on child rearing procedures scattered throughout many texts and books used in psychology,

³⁶ The excellent study guide, Parenthood in a Free Nation, indicates that its purpose is "to develop materials and methods of presentation which will help parents to acquire the knowledge and attain the understanding which they need to bring up children who will become mature, responsible citizens, able to function in and maintain a free, democratic society." (Ethel Kavin, Parenthood in a Free Nation. A Report of the Parent Education Project of the University of Chicago, Chicago: University of Chicago, 1954. p. 7.) While the present study would enthusiastically endorse the aim of producing mature and responsible citizens and would hope to embody this idea, it emphasizes rather those areas of child rearing which are of frequent concern to parents.

sociology, and child development courses; and there are valuable books written with the view of helping parents find answers to their questions. There seems to be, however, no one guide which a group of parents could turn to for help both in organizing a parent education discussion group and in carrying forward a series of discussion meetings on procedures of child rearing.

The problem chosen for this study was to write such a guide and to test it in use with a group of mothers. Since a willing group of mothers of preschool age children was available at the West Market Street Methodist Church Kindergarten in Greensboro, North Carolina, the field of discussion in the guide was limited to the problems of parents of preschool age children. Chapter II of this thesis describes the procedures used in developing, testing, and evaluating the guide. The guide itself is Part II of this thesis.

CHAPTER II

PROCEDURES USED IN DEVELOPING A STUDY GUIDE FOR USE IN PARENT EDUCATION DISCUSSION GROUPS

According to Gunnar Dybwad, former director of the Child Study Association,

"Good parent education does not aim at supplanting the parents' individual ideals with synthetic laboratory products; on the contrary, it recognizes its auxiliary role and directs its effort toward helping parents to define and pursue their own ideals in this world of changing values."³⁷

In agreement with such a goal, the task of this study was to develop study materials for parent education discussion groups that were flexible enough to help parents find their own specific answers based on certain basic principles of child guidance. Its aim was, hopefully, to lead parents on to a new self-confidence and a new realization of the creative aspects of parenthood.

I. A DESCRIPTION OF THE TESTING GROUP

A group of parents who would be willing to meet in ten weekly sessions was needed to test the proposed guide. Ten as the number of sessions was chosen because within that length of time the leader's rapport with a group could be established and sufficient evidence could be accumulated to make evaluation of the guide possible. Weekly sessions were chosen because it was assumed that few parents of young children could be away from home

³⁷ Gunnar Dybwad, "Parents' Ideals in a World of Changing Values," Child Study, 33:30, Fall, 1956.

for consecutive daily meetings, and the leader also needed time for study and writing between the sessions.

In November, the director of the West Market Street Methodist Church Kindergarten was approached by the writer about the possibility of securing a testing group from among the mothers of children enrolled in the kindergarten. The purposes of this study were described to her and the services of the writer were offered as leader for the discussion group. She agreed to send letters to all the mothers to get an estimate of any interest in such a group.

The West Market Street Methodist Church Kindergarten was an accredited day school which held classes from 9:00 a.m. until 12:00 noon Monday through Friday. It had little connection with the church except for the use of the church's facilities. There were four classes, one for four-year-olds with 20 children enrolled, and three for five-year-olds with 25 children enrolled in each, representing a total enrollment of 95.

The initial letter sent by the director to 94 mothers (One of the mothers had two children enrolled,) brought an enthusiastic response. Most of them expressed an interest in attending a mothers' discussion group depending on the time set for the weekly meetings.

At a first meeting in January there were 38 women present, and it was decided to meet for one hour weekly morning sessions during the nine following weeks. Two of the women present were religious education directors of the church who came to this first meeting in a hostess capacity but were not able to return to other meetings. Included in this enrollment also were seven teachers in the kindergarten who attended

later meetings as often as their class schedules permitted. Four mothers had to drop out because of the inconvenience of the hour selected. Three other mothers joined the group at the next two sessions. Table I gives the enrollment and attendance figures for the group.

TABLE I
ENROLLMENT AND ATTENDANCE STATISTICS OF
THE TESTING GROUP

	Number
Total enrollment	41
Drop-outs	4
Church workers who attended only once	2
Members attending with some regularity	30
Kindergarten teachers included in the enrollment . .	7
Average attendance at meetings	19

At the group's first meeting the leader explained that members would be asked to read and evaluate the chapters of a study guide which were being prepared. A chapter discussing the following week's topic would be handed to them at each session, enabling them to read the material a week in advance of the discussion. They were urged at this meeting and also at later meetings to read the chapters critically and be prepared at a future time to evaluate the guide's usefulness.

Cards asking for certain background information (names, addresses, number of children, number of years the family had lived in the city) were filled out by the mothers and returned at this initial meeting. While filling out the cards some of the members of the group predicted that there would be a preponderance of salesmen among the husbands and said that Greensboro is known as "Salesman's City." Their prediction was correct, as the listing of the husbands' occupations in Table II indicates.

TABLE II

OCCUPATIONS OF THE HUSBANDS OF THE
PARTICIPATING MOTHERS

Occupation	Number
Salesmen	10
Engineers	5
Insurance company employees	3
Savings and loan employees	2
Sears warehouse managers	2
Attorneys	2
Printer and linotype operator	2
Accountant	1
Auditor	1
Buyer	1
Chemist	1
Dentist	1
Lumberman	1
Meteorologist	1
Minister	1
Office Manager	1
Pharmacist	1
Plumbing supplies store	1
Textile executive	1
Theatre manager	1

A glance at the list of occupations in Table II reveals that there were very few of the professions represented in the group. A conversation with the kindergarten director revealed that she had been surprised to discover that many of the parents were making a financial sacrifice to send their children to the school, that few of her parents used the school just as a baby-sitting convenience so that they could have time for social activities. Another indication of the families' financial situation was, she felt, that only one family had two children enrolled. Most of the families could not, in her opinion, afford to pay tuition for more than one child.

The location of the parents' homes indicated that most of the families lived in the "residential development" type neighborhood. A few, however, lived in more established sections of the city. Two lived on farms.

Twenty-three of the 41 group members had lived in Greensboro less than ten years. Twelve had lived in the city for ten to twenty-two years; four had been residents all their lives; and two were natives who had moved away and then moved back again.

Information which gave a partial picture of the educational backgrounds of the participating mothers and their husbands was furnished by the kindergarten director from data secured on questionnaires filled out by all parents whose children were enrolled in the school. The director said that the questionnaire assumed that all the parents had graduated from high school. In addition to this "assumed" high school education, 10 of the participating mothers had graduated from college, 4 had attend-

ed business school, and 1 had nurse's training. Twelve of the husbands of the participating mothers had graduated from college.

The group had a total of 95 children. Of these 54 were boys and 41 were girls. Table III shows the distribution of the children within the families of the participating mothers.

TABLE III
DISTRIBUTION OF CHILDREN IN THE FAMILIES
OF THE PARTICIPATING MOTHERS

Number of Children in Family	Number of Families
1	4
2	23
3	9
4	4

Table IV on page 27 indicates the age distribution of the 95 children.

This information collected on the cards and from the director of the kindergarten gave only a rough estimate of the social and economic status of the families in the group. They seemed to be, for the most part, young beginning families with two or more children, frequently comparative newcomers to the city, who had at least a high school education and perhaps more, who lived primarily in the residential development areas of the city, and were in the middle class or were rising into it.

TABLE IV
AGE DISTRIBUTION OF CHILDREN OF
THE PARTICIPATING MOTHERS

Age in Years	Number of Children
Under 1	2
1	7
2	7
3	9
4	9
5	21
6	16
7	6
8	3
9	1
10	1
11	3
12	5
13	1
15	2
18	1
20	1

II. THE DEVELOPMENT OF THE GUIDE

Selection of topics for discussion. Prior to the organization meeting of the testing group a number of child development texts and other books which give information to parents were reviewed to determine what were the most frequent areas of concern for parents of preschool children. A selection of thirteen frequently mentioned areas was made, and a check list which asked the mother to number the topics in order of their interest to her was handed out, checked, and returned at the first meeting of the group. A sample check list is included in Appendix B.

The following list of topics in order of their interest to the mothers was thus established and followed with only a few exceptions in the meetings:

(1) Techniques of Guidance, (2) Character Training, (3) Principles of Guidance, (4) Relationships between Brothers and Sisters, (5) First Social Relationships, (6) Bad Habits, (7) Sex Education, (8) Health and Safety, (9) How Preschool Children Grow, (10) Play, (11) Eating Habits, (12) Sleeping Habits, (13) Toilet Training.

Several mothers wrote in other concerns on the lines provided at the bottom of the check list. With only one exception these concerns were detailed problems--jealousy, stealing, and so forth--which were covered by the chapters as written. The exception was that of the problems of parents of the adopted child. Pamphlet materials were made available to the two parents who asked for help in this area.

The results of the check list were not followed rigidly. They were used primarily as a guide for the leader in order that pressing problems could be discussed first. There was a fluctuation of interest that became apparent as the meetings progressed. For example, "Eating Habits" and "Sleeping Habits," according to the results of the check list, were rated eleven and twelve. But during several of the discussion sessions the frequent mention of eating and sleeping problems indicated areas of concern of which the mothers were not aware or the check list did not serve to make them aware. So chapters on these two subjects were written and distributed to the group.

By the end of the ten sessions, twelve chapters had been written and handed to the group. The topics, "Play," "How Preschool Children

Grow," and "Toilet Training" were not included. So that the mothers would not be left at the conclusion of the meetings with the feeling that the job of parents is exclusively one of coping with difficulties, the final chapter on "Creative Parenthood" was written and distributed at the last meeting.

Format and organization. Each chapter of the guide dealt with a particular area of child rearing and was divided into four parts: (1) an opening incident, (2) a body of child development information, (3) suggested readings, and (4) questions for discussion.

The opening incident recounted what was intended to be a typical occurrence in such families as those previously described in Section I of this chapter. Hypothetical happenings in the lives of two neighboring families were related. These incidents were meant to be a readable, attention-getting means of helping the reader relate to the subject matter which followed.

The child development material in the second section of the chapter was designed to present some of the fundamental principles underlying the subject of the chapter. It was not designed to answer parents' specific questions about individual problems with particular children. The information in this division was meant to contribute constructively to the parents' basic philosophy of child rearing and was presented with the expectation that a knowledge of fundamentals based on authoritative child study would help point the way to specific action and decision.

The third chapter division gave suggestions for further reading.

Since members of parent education groups probably would not wish to buy a large quantity of expensive textual materials, it was decided to limit the readings to those in: (1) three standard, time-tested texts most likely to be found in public libraries; (2) two of the paperback editions of authoritative child development materials that were easy to find and within reach of most family purses; and (3) certain readable, reliable pamphlets. The specific books and pamphlets chosen are listed in Appendix C.

The fourth chapter division, "Questions for Discussion," was not intended to be followed question by question by the group during the meetings. The questions, dealing with specifics of child rearing, could be used by the leader to get discussion started if necessary. They also furnished examples for applying the principles contained in part two of the guide chapters.

Discussion procedures. The guide, because of both its underlying philosophy and its format, was committed to the use of discussion as the best means for carrying out the objectives of parent education. It was written with the theory that when personalities, concerns, ideas, experiences are all combined in an atmosphere in which the views of all are heard and respected and in which there is a genuine seeking for constructive answers based on the best available information and knowledge, learning can result. A Children's Bureau publication describes this process well:

"Through participation in the group process, parents often

grow in their capacity for parenthood. They also develop in their capacity for warm human relationships by learning to respect and accept differences, by gaining self-confidence and assurance, or by experiencing democracy at work in a permissive, accepting atmosphere, yet moving along the path toward definite goals. Parents may acquire new information or understand more clearly what is known about the normal growth and development of children and the effect of family and community relationships on the child's developing personality."³⁸

The study guide selected a topic for discussion for each group meeting, and in the testing group an effort was made to stay on that subject. The philosophy of the guide was that there is definitely an authoritative body of knowledge about child rearing and some basic principles of guidance which must be presented to parents in a logical, orderly fashion. However, it was found that discussion had to be flexible enough to permit the mothers to ask the questions that were puzzling them whether they were on the subject or not. It was important to attempt to answer all questions, either at once or at a later more logical time, so that the needs of the individual could be met if at all possible within the group setting.

At the beginning of the meetings the leader usually announced the topic for the day and asked if the members had any particular problems in that area. If some mother did not immediately ask, "What would you do if . . . ?" or say, "We're having trouble at our house with"

³⁸ United States Children's Bureau, Child Welfare Services. Washington: Government Printing Office, 1957. P. 77.

the leader could, if she wished, make use of one of the questions printed at the end of the study guide chapter. Discussion almost invariably started easily and continued freely and enthusiastically.

After this initial question about a specific problem was asked, the leader asked the group members to mention the ways they had coped with similar situations in their homes. As the examples came from the various mothers, the leader endeavored in each case to point to the principles involved, those principles set forth in the body of the study guide chapter.

Such discussion methods could possibly serve several purposes: (1) make the mother who asked the question aware that she was not alone in her problem, that other parents have had it, too; (2) give the answering mothers the self-confidence that comes with the knowledge that they had successfully coped with a puzzling problem; (3) indicate that there is no one set way of solving human relations problems, that answers to such problems are as specific, individual, and unique as the individuals and the situations which cause them, and that, therefore, the ingenuity, understanding, and love of parents are always called for; (4) give the group members a new comprehension of some of the basic information and principles involved in the problem and its solution, a comprehension which could ideally lead to a greater understanding of self and children.

Evaluation of the guide. The difficulties of assessing the success and value of a parent education discussion group are recognized. The parent educator usually has his own subjective estimate of the success

of the group, but there are evidently no standardized procedures for testing the effects of parent education.

Orville Brim, in "Evaluating the Effects of Parent Education," surveyed "those evaluation studies of parent education which have an adequate research design, and which permit conclusions based on statistical inference."³⁹ He attempted to make his review complete up to May, 1956. He found only twenty-three studies which met his standards, and of these he writes:

"In sum we can say that the majority of the twenty-three studies mentioned here found positive or beneficial effects to result from parent education programs. This seems to be true regardless of the educational techniques involved and regardless of how the effect was conceptualized. On the other hand, two excellent studies which are perhaps the most carefully done of the twenty-three find in essence no important results to occur.

"The evidence from these studies is not really cumulative because they vary so in conception and procedure. It is perhaps disappointing that there exists for the far-reaching and multi-million dollar activity called parent education this mere handful of efforts, many of them crude indeed, to discover whether this activity has any effect at all."⁴⁰

An efficient evaluation of parent education would almost necessarily be an end in itself and would entail the use of a control group and a change in attitude scale. Such a thorough evaluation was not possible for this study; so an estimate of the guide's value was dependent on the returns on an Evaluation Sheet and upon the judgment of the discussion leader who was also the author. A copy of the Evaluation Sheet is in-

³⁹ Orville Brim, Jr., "Evaluating the Effects of Parent Education," Marriage and Family Living, 19:54, February, 1957.

⁴⁰ Ibid., p. 56.

cluded in Appendix B.

The Evaluation Sheet was mailed to the mothers in the testing group with the urgent request that they fill it out and return it either by mail in the stamped, addressed envelope provided or at the last meeting of the group. At this last meeting most of the mothers present indicated that they were mailing the blanks to the leader, but only nine of the thirty regularly attending mothers complied with this request for their evaluation.

Of the nine mothers who did return the questionnaires, three had read all of the chapters, two had read three-fourths, and three had read one-half. One mother did not check her answer to the question concerning the number of chapters read.

Although the Evaluation Sheet requested detailed, critical answers, the replies of the mothers were, for the most part, just the brief "yes" or "no" which would indicate that they found the guide helpful. There were few variations in replies except for the mothers' personal comments in answer to the final question concerning the total effect the guide had on them. The mothers did attempt at this point to analyze their reactions, and some wrote at length about the value of both the guide and the discussion meetings for them. The following are some of their comments which indicate their reaction to the guide:

"It has helped me take a good look at myself in guiding my children. . . It left me feeling my children were perfectly normal and, in fact pretty wonderful."

"With the class discussions and help of the reading material it makes me feel closer to our children; problems that before seemed big have become smaller and I seem to have more confidence in our family control."

"I only regret I couldn't attend all of the lessons. . . If you would be so kind as to mail me some of the chapters I missed I would be very grateful to you. I attended six."

"This material and the discussions have been helpful to me not so much because they have offered any new answers to the problems besetting a mother of three pre-schoolers, but because they have made me aware that the problems are practically universal with parents. . . . The chapters on Eating, Health and Safety, and Teaching Moral Values seemed particularly good to me. . . . I think these chapters should make a helpful guide to other discussion groups. They offer a different emphasis from any other material which I'm familiar with in this field--very practical guide."

The answers given on the Evaluation Sheets that were returned were, then, practically unanimous in their general approval of the guide. In addition, the comments of the mothers during the meetings, their frequent quotations from the study guide, the fact that many of the mothers when they had to be absent asked a friend to bring them copies of the chapter for the week gave other evidence of its value for them.

But it can be concluded from the fact that so few of the Evaluation Sheets were returned and that there were so few really discerning or critical answers that, not only were the mothers probably not accustomed to being critical, but that a more efficient, better structured instrument of evaluation would be needed for a completely accurate estimate of the guide's value. The construction and administering of an effective instrument would require detailed investigation of evaluating procedures that have been used elsewhere, and would make an interesting research study in itself.

III. SUMMARY AND CONCLUSIONS

Parent education as a movement in the United States was born in the

late 19th century. Joining forces with other young movements--child study and research, child welfare, child hygiene, child legislation--it became, in the second decade of this century, a full-fledged educational effort directed toward communicating child development information to parents.

Society has undergone great change since the beginning of the century, change brought about by a complexity of social, economic, and cultural forces. The consequent anxiety, conflict of values, and loss of tradition engendered by social upheaval were inevitably communicated to the individual and to the family.

Parents, perplexed and confused by the findings of child study, adrift in a changing society, newly aware of the importance of parenthood and the early years of childhood, searched for information and understanding which would help them to become satisfactory parents. Parent education discussion groups proved to be one popular answer to their quest.

In this study an investigation was made to discover what kinds of study materials were being used by such groups. It was discovered that, although there was a wealth of child development material scattered in many books and texts, there was apparently no single, unified, widely circulated guide that a parent education discussion group could use to assist them in organizing a group and carrying forward a series of discussion meetings on child rearing procedures. The problem taken for this study was to develop such a guide based on authoritative, interdisciplinary materials concerning child development and techniques of discussion and to test it in use with a group of mothers. A guide of twelve chapters dealing with selected areas of concern for parents of

preschool age children was written and used with a discussion group of approximately thirty mothers, the writer acting as discussion leader.

There was a unanimity of favorable opinion about the guide expressed by the mothers both during the discussion sessions and on Evaluation Sheets provided. However, further testing with another group, using a discussion leader other than the writer of the guide, and employing a better structured method of evaluating would be necessary before a more conclusive estimate of the adequacy of the guide for other parent education groups could be made.

After ten weeks of experimentation with the guide, the writer came to certain conclusions concerning its usefulness:

1. To be complete and ready for use with another group, the guide should include other materials: a chapter on "How to Use This Guide," further chapters on other areas of concern to parents of preschool children ("Play," "Toilet Training," "How Preschool Children Grow," for example), and a selected bibliography for the use of both the discussion leader and the parents. There should also be a rearrangement of the chapters.

2. Ideally, the leader of parent education groups should be a person who has an interdisciplinary knowledge of child development and family life and who is adept at leading discussion. The guide should be of practical help to this person. It should also be of considerable support to a group which cannot secure a trained leader in that it does present helps based on authoritative materials.

3. The guide does not bind the group to any procedural details. Its

use does not preclude the use of other techniques, and it does allow leeway for the leader's ingenuity and the group's inventiveness. The greatest danger of the use of the guide does lie in this area, however. Its slavish use by a group could have a deadening effect on discussion. The proposed chapter on "How to Use This Guide" must then make it very clear that no one pattern of discussion or procedure must be rigidly followed.

4. The guide can have an organizing influence on the class. Discussion has a tendency to wander, often very interestingly, but frequently quite illogically and erratically. Such meandering serves very little purpose in fulfilling the objectives of parent education. The guide, it was discovered, did provide a means of keeping the discussion tied to the topic under consideration, it offered materials which the parent could have in hand for study and review, it provided content for the meetings. The basic format and organization of the material was an effective means of providing authoritative interdisciplinary information on areas of frequent concern to parents and supplied efficient help in getting this information across to parents.

PART II

A STUDY GUIDE FOR USE IN PARENT
EDUCATION GROUPS

CHAPTER I

TALKING TOGETHER ABOUT OUR CHILDREN

Sally and George Williams paused in their lawn mowing and raking when their neighbors, Jane and Tom Sullivan, drove into the driveway between the two homes. The Sullivans were preparing to carry the week end's purchase of groceries into their house when preschooler Jimmy Sullivan jumped out of the back seat of the car and shouted to the Williams, "Where's Susan?"

"In the back yard, Jimmy," answered Susan's mother. Jimmy made a dash for the back yard.

"Hey there, wait a minute, boy!" called Jimmy's father. "You can come help carry in some of these groceries before you start playing."

"I don't want to. They're too heavy," Jimmy called back.

"Come on," insisted his father. "Here's a bag that's full of bread and rolls. It's not too heavy."

Jimmy returned to the car reluctantly and with an expression of disgust and impatience on his face took the bag and carried it to the house.

"Hi, George and Sally," called Tom to his neighbors. "I guess you notice how anxious our son is to work."

"Yes," answered George. "We've got a daughter that's just as anxious to work as Jimmy is."

"You know, George, I wouldn't have dared to say 'I don't want to' to my father when I was Jimmy's age."

"Me either," replied George. "I surely would have gotten it if I

had. Ways of bringing up children certainly have changed. I'm not sure they've changed for the better, either."

"It's awfully hard to know how to raise children these days," Jane remarked. "One article you read says to be lenient and another one says to be strict. What's a parent to do?"

"I guess we ought to get a group of parents together and find out what to do," answered Sally. "My sister told me that a group of parents in her community started a parent education group and she felt they really profited from it."

"Sounds like a real good idea," said Tom. "Let's talk about the possibility of starting one here sometime. We could certainly use some expert information, couldn't we, Jane? But right now I guess we'd better get that ice cream in the refrigerator before it melts."

The Sullivans unloaded the groceries from the car, and the Williams returned to their mowing and raking.

Many parents have thought about the possibility of getting together with other parents in an effort to understand their children better. This desire is based upon some rather fundamental and universally accepted ideas concerning relations between parents and their children.

Parents do have an important common interest--their children. Having a shared outlook and interest is the primary thing which holds any group together, whether it is bridge, golf, missions, books, or some civic enterprise. This interest must have meaning and importance to the people who comprise the group. The individuals in the group may have

different ideas, and it is probably better if they do have varied notions about the common interest; but it is the mutuality of the interest which holds them together.

Children are important to their parents and most parents want the very best for their children. Sometimes they encounter a little difficulty in knowing how to go at it to get the best for the children in such intangible qualities as relationships, feelings, attitudes, and understandings. Most parents are well aware of the fact that children are fairly complicated human mechanisms, and, in seeking the best for their children, it is necessary to put forth at least as much effort to understand them as to understand a new household gadget or appliance.

There is much for all of us to learn about children. An instruction book does not come with the new baby as it does with the new washer. Furthermore, one washer of the same brand and model is just about like every other machine of that same brand and model. It is definitely not so with children. They differ in many ways; even models bearing the same brand--or family--name can differ greatly. Since parents are dealing with highly complex, individual, growing, and constantly changing beings, there is probably more to learn about the complicated business of child-rearing than about any other aspect of family living.

Parents can learn from each other. There are no set formulas for relating ourselves to our children, nor for guiding them. We cannot say that if we apply so much of this kind of punishment we are always going

to get that kind of result. But granted that both children and situations are individual, we can still learn much from each other as we talk together about our parental problems and satisfactions. We can discover sometimes, for example, that we are better parents than we think we are. We can find out that we are not the only ones who have problems and that some of the problems of other parents are quite like our own. At the same time we can learn to look at our children more objectively because we become aware that other people's children are not perfect either.

Studying together can be more fun than studying alone. It is, of course, possible to learn much about children by sitting down in the quiet of your own living room and reading a book or an article. This is important and should be done. But when you get a good idea, it is always more fun to share it. Since there is so much that everybody can learn about children, someone else may undoubtedly have ideas that you can use, too. Besides, there is something to be said in favor of relaxing together over a cup of coffee or a glass of punch.

It takes only a few interested parents to start a study group. A group may consist of anywhere from four or five to fifteen or twenty parents. It should be small enough so that all persons get a chance to discuss the things they want and need to talk about, yet large enough so that there are enough different people to contribute different ideas. So all that is needed to begin a study group is a nucleus of five or six persons, a meeting place, interest, which presumably is already

present, and maybe for good measure a cup of coffee or a glass of lemonade. It might start with mothers who have preschool children in a neighborhood, a block, or a certain area. Perhaps the time of meeting could be adjusted occasionally so that husbands could be included, since theirs is also a shared interest and responsibility and concern.

The study group may begin with problems, but it can and should lead to a realization of the more positive joys and satisfactions of parenthood. Being a parent is probably the most creative job in the world. There is nothing more creative or more satisfying than having a share in the development of young personality. Our children are the strength and the very life blood of our future. The persons who have the most important part in the development of personality in children are, of course, the parents, and the most important environment for such development is the home. This is especially true for preschool children.

Whether or not they are aware of it, parents are very important people to their children. The rearing of children demands great responsibilities but can produce great satisfactions as well.

SUGGESTIONS FOR FURTHER READING

Goller, Gertrude, When Parents Get Together: How To Organize a Parent Education Program.

QUESTIONS FOR DISCUSSION

How often shall we meet?

How long shall our meetings be?

Where shall we meet? At different homes? A single meeting place?

What topics shall be discussed?

Where can we get materials to study so that we shall have some basis for discussion?

What kind of discussion techniques can we use for effectiveness and variety?

How much organization is needed?

CHAPTER II

PRINCIPLES OF GUIDANCE

Sally and Jane were sitting in the lawn chairs in the Sullivan's yard drinking a coke and relaxing from the day's work.

"You know, Sally," said Jane, "Jimmy has really worn me out today! It's been 'Jimmy, don't do that!' all day long. An article I was reading the other day said you could do lots more with children by praising them than by punishing them. I agree, I suppose. But on a day like today, it's awfully hard to find anything to praise Jimmy for."

"I know what you mean," Sally replied. "Susan and I have days like that, too. But even on those days I have a feeling that she really wants me to discipline her. I guess it would be wrong to let her do as she pleases, even if it does take a lot of effort to keep correcting her."

"I always thought I'd be a pretty good mother," said Jane. "But I find I still have a lot to learn. Being a good mother doesn't seem to come as naturally as I thought it would."

"Don't you think, Jane, that the first child is usually the hardest to raise? Don't you suppose we're learning all the time how to be good parents? I bet you'll find things go lots easier with your new baby when he or she arrives."

"I hope so," sighed Jane. "I'd hate to think I hadn't picked up a few skills as a mother."

"Jane, I promised to take Susan out to the new Children's Museum this afternoon. Let me take Jimmy, too, and you get a little rest. You

need some extra rest just now."

"Thanks, Sally, that would be wonderful for me, and Jimmy would love it. I'll go get him ready."

There are some principles of guiding children that can be used as signposts in building relationships which will result in wholesome personality development.

We need to understand how and under what conditions growth takes place in children. This growth includes all areas of development-- physical, social, emotional, intellectual. Of course, no one, even the specialist, knows all about growth or all of the conditions under which it takes place, but it is important to learn as much as possible about these small persons we are working with if we are going to deal most effectively with them.

If one does have some understanding of how growth takes place, then one knows what to expect when change does occur. It is important to learn what to expect of children in the different stages of growth. It is helpful to understand that growth does not always proceed in a straight line. Often many of the problems that we have with our children are simply problems of growing up. However, we cannot always accept this fact as a justification for doing nothing; thus it is quite important to be able to discern whether certain behavior is an evidence of growth or a danger signal. So knowledge of the processes of development makes for more effective and successful parenthood.

We need to accept the child as an individual. Joe is like nobody in the world so much as he is like Joe. Sue has her own peculiar personality characteristics, as we all do. No matter how small or how large the individual may be, in the scheme of things he has something which he alone can contribute and contribute best.

Jimmy should not be considered a miniature copy of his daddy; neither should Nancy be considered a small replica of her mother; and neither Jimmy nor Nancy are identical to their brothers or sisters. The preschool child is definitely not a vest pocket edition of any adult. He is, above all, a person and then a child--not a child first and a person second. When the parent really gets to know his child and accept him as the individual that he is and finds in him traits which are exciting and interesting just because of their uniqueness, then a great stride has been made toward successful child guidance.

It is important to know and understand the persons who have the most influence on the child. For most preschoolers these persons are the members of his family. "Well, of course," you say immediately, "everyone knows the members of his own family." But do we really know and understand everything about anybody, including ourselves? Motives of behavior are highly complex and lie deep within the individual. Even so, the more we attempt to understand the things we do ourselves, the things the other members of the family do, the more we will know about the effect they have on the personalities of the children of the family.

Skill in guiding children toward favorable action must be learned.

All of us have to expect to learn guidance skills just as we would learn to be proficient in cooking or sewing or painting or any other kind of creative activity. It takes real ability in human relations to know when to assist a child and when to leave him to his own devices, to know when to reprimand him or to ignore his wrong behavior. This ability in guidance comes, of course, from a knowledge of child development and from the parents' love and fellow feeling for the child; but it comes also from trial and error and constant, thoughtful use.

Whenever there is a choice of techniques, it is better to use the positive one rather than the negative one. The old saying, "Honey will catch more flies than vinegar" is pretty true in this respect. Of course, you have to recognize the fact that it is not always possible to use the positive approach. For example, if a child runs into the street and a truck is approaching, there is not time to stand and reason with him or offer him some alternatives. Immediate and direct action is called for. But we can use the positive approach more than we do, and it is wiser to keep our "don'ts" for emergency occasions if possible.

Love him and let him know it. Expressions of love are not expressions of weakness; they are really expressions of strength. This is probably the most basic of all guidance principles and practices. The preschool child who receives love and affection is very likely to grow up to be able to give it to others. It is difficult for anyone to be able to give affection if he has not received it in great quantities in childhood.

Of course, most people do not love another person to the same degree all the time. There are even times in our relationships with the pre-school child when we wish he were out of sight for a while. There is, however, a very real difference in disliking some of his actions and disliking him as a person. There are things about every loved one that we dislike, but that does not mean that we dislike him as an individual.

It is frequently true that the time when it is the very hardest to love the child is the time when he really needs it most. Sometimes, too, a little extra dose of love and affection will pull him out of an aggressive, negative attitude much more quickly than punishment. It's all in knowing how to apply this love, being able to love, and not being afraid to express it. No child was ever spoiled by too much love. Many children have been spoiled by over-protection, but over-protection and love are not the same things.

Allow freedom within controls. All children have to have some controls and these controls must be as clearly defined as possible. Children need to know what the limits of behavior are and then to have some freedom within these established limits. Once limits have been set, parents can allow a good deal of freedom within the boundaries. For example, the pre-school child may not be permitted to decide on a cold, wintry day that she is going to wear a sun-back dress. However, she may have a choice of wearing any of several winter dresses, the blue dress, or the red or green one. This is freedom within controls, the control being that the child cannot wear summer clothes in the wintertime; yet within this control

there is still room for choice and expression on the part of the child.

Limits of behavior must be reasonably consistent from day to day. We often blame difficulties with children on inconsistencies of parents but, of course, no human being is consistent one hundred per cent of the time. Such a person would make a pretty dull associate. Nevertheless fairly constant standards of behavior are a necessity; for when a child does not know where he stands, confusion is the inevitable result.

Children need to feel the security of the guidance of adults. They essentially want and need adults. No parent in his right mind would leave a child entirely to his own devices, for he has not yet accumulated enough experience to accept the responsibility for "his own devices." For example, the toddler going to the beach for the first time likes to hold his parents' hands when he ventures into the ocean. This is guidance---leading a child by the hand into a new experience. And this close contact gives him a sense of security.

Give recognition and praise honestly and freely. Children, like adults, thrive on honest recognition. The homemaker who is given a little credit for baking a good pie is much more likely to attempt another than if no one pays any attention to her creation. The wife who commends her husband for putting over a good business deal is very likely to find him striving to repeat his efforts. A child also profits from a good, healthy dose of recognition. But the praise should be real, for he is not taken in by fake flattery. He knows when he deserves recognition.

The preschooler particularly needs recognition because he is in an

exploratory stage of development in which he is trying out new things all the time, branching out into new experiences. The fact that he is recognized for his achievements gives him the direction and the courage to go on and achieve even more. Through his parents' approval he comes to know what traits, what actions, they value, and, seeking their continued approval, he builds desired patterns of behavior.

Provide and encourage stimulating new experiences. The foundations of all new learning lie in new experiences. Since the home is the most important single influence in the environment of the preschool child, the most important experiences are provided by the home. Parents must then be teachers as well as parents, and the kinds of experiences which the parents provide and encourage determine to a large extent the kind of learning that takes place within the limits of the child's capability.

Enjoy your children. Sometimes parents worry so much about what they are doing to their children that they do not take time to enjoy them. If there is a basic, good, kind, warm relationship then even the techniques do not matter so much. Because parenthood is such a creative kind of experience, parents can derive a great deal of satisfaction from sharing in the development of young personality if they will but take time to enjoy the process and let themselves do so without too much compulsion about always doing the right thing.

It is important to remember that you as a parent are only human; so give yourself the right to be wrong occasionally. Parents are bound

to make mistakes, but fortunately personality is pretty tough and it is not going to be broken or destroyed by a few well-intentioned errors. The principle thing is not to repeat the same mistakes over and over. For a parent to be able to be objective enough to be aware that he has made a mistake indicates a degree of maturity, and sometimes admitting his error creates a warmer, more friendly relationship between parent and child.

SUGGESTIONS FOR FURTHER READING

Faegre, Anderson, and Harris, Child Care and Training: 152-157.

Jenkins, Shacter, and Bauer, These Are Your Children: 229-231.

Langdon, Home Guidance for Young Children: 330-343.

Ilg and Ames, Child Behavior: 353-363.

Spock, Baby and Child Care: 3-10; 12-13.

Children's Bureau, Your Child from One to Six: 11; 36-38.

Public Affairs Pamphlets:

"Back to What Woodshed"

"How to Discipline Your Children"

Science Research Associates Pamphlets:

"A Guide for Family Living"

"A Guide to Better Discipline"

"A Guide to Successful Fatherhood"

"How to Live with Children"

"Why Children Misbehave"

QUESTIONS FOR DISCUSSION

What are some of the ways that you can learn about how growth takes place in children?

How can stimulating new experiences be provided for the preschooler?

What is the real goal of guidance and discipline?

List the characteristics of a happy home. Of a good parent.

CHAPTER III

TECHNIQUES OF GUIDANCE

Sally was raking the few remaining leaves from the plant bed. Across the fence Jane was spreading peat moss around the tea roses and shrubs. Both looked up from their work and then sauntered toward the fence which marked the lot line.

"Well," Sally said, "it's my turn to pick up the children at nursery school. I expect I'd better be thinking about getting my clothes changed. It's almost that time."

"You know," Jane answered, "I think I'll go with you today. I've just got to talk with Miss Milway about Jimmy."

"What's the matter with Jimmy? I thought he was doing all right."

"Well, it isn't that. It's just that there are times when I simply don't know what to do about certain things that he does."

"About what things?"

"Well, for example, he's going through one of those negative stages now and it seems like everything I tell him to do, he tells me he doesn't have to or he's not going to. And he does this with other children, too, and I'm a little worried about how he's getting along with them in school. At the last parent meeting, Miss Milway said techniques of guidance vary with the situation and with the child, and I'm just wondering if I'm using the right techniques."

"Remember," said Sally, "she also said that it isn't always the techniques you use, but the feelings you have about them when you use them."

"That's true," Jane replied, "but I'd just like to have a talk with her anyway. Lots of times you get the feeling that you're doing the wrong thing but you don't know just what the right thing is. Maybe you don't have that feeling with little girls, but I surely do with Jimmy."

Sally responded, "About the only difference I've noticed is that little girls seem to go through these negative stages a little earlier. So whether they're boys or girls evidently doesn't make much difference as far as behavior is concerned."

"How do you help them through these stages? When we were observing in Miss Milway's class the other day, did you notice how she helped a little boy who couldn't get his car through the narrow space between the blocks and kept ramming the car in tighter? Miss Milway just walked over and said, 'Let's make a door here, Joey; one that's big enough for us to get through.' That was a technique, I suppose. And a pretty good one, too."

"Yes, agreed Sally, "but I'm not so sure you always have to be conscious of what techniques you're using. Don't they sort of come naturally?"

"I don't know," replied Jane. "If I did what comes naturally all the time, I'm afraid both of us would be a little the worse for wear."

"Oh, go on," answered Sally, "you aren't as bad as all that. Go get ready and we'll both carpool for the children."

What techniques can be used in different kinds of situations to help children adjust to life and to help them develop into mature, happy per-

sons? One of the things to remember in this connection is that it is not always the kind of techniques used that is important, but it is the attitude you have about using them and the real feelings you have about the child. Yet techniques are useful, too. They are tools for guidance just as the saw and the hammer are tools for working with wood. The wood worker takes the raw material and applies the saw, the hammer, the plane, and the chisel in certain ways and the product is something useful or beautiful or both. Although you do not actually chisel out personality, you do apply the tools and techniques of guidance to the child, figuratively and sometimes literally speaking, in the hope that the result will be the kind of personality that will get along effectively with other people and be reasonably happy and creative in this world of ours. Let's take a look at some of these techniques.

There are really two kinds of guidance techniques: the negative and the positive. Sometimes, of course, these overlap and it is difficult to distinguish one from the other. But essentially there are these two basic kinds of guidance. The positive approaches generally yield the better results, but negative techniques cannot be ruled out entirely, especially where the health and safety of the child are concerned. You cannot always "accentuate the positive," as the song says, "eliminate the negative, and don't mess with Mr. In-between." One of the most important things to remember is that guidance itself is pretty much a positive sort of thing and can be constructive in the development of personality and of character.

SOME NEGATIVE KINDS OF GUIDANCE

One technique that is sometimes used with children is bribery.

In using this method we attempt to dangle something that is desired by the child before him in order to persuade him to do something that he does not desire to do or to keep him from doing something that he wants to do. For example, "Now Jimmy, if you will be a good boy while I'm down town trying on my new dress, and if you don't get into things at the store, I'll buy you a tractor before we go home." The trouble with bribery is that there is very little relationship between Jimmy's good behavior and the tractor. After all, owning a tractor has little to do with being well behaved. Good behavior is desirable for its own sake, not for purposes of using it as a tool in order to get a new toy. It should be made clear that bribes and rewards are two different things. A bribe is payment as a result of a promise that has been made before the event. A reward is a recognition of an accomplishment or achievement.

Another negative kind of guidance is the use of threats. "Young man, if you don't come in the house this instant, I'm going to tell your father when he comes home!" The child may have had previous experience with such threats and say to himself, "Ah, Dad won't do anything anyway when he gets home because they will all have forgotten about it by then." Or he may be genuinely afraid of his father and because of this fear his relationship with his parent may be limited, the father being cast in a negative rather than a positive role. It is difficult also for the father to be as severe as mother intended for

him to be because he was not there to see the offense committed. Because he acts upon information received secondhand, the father may appear to the child always to be taking his mother's side against him. So although threats are sometimes used, they seldom have the desired effect.

Nevertheless, some scolding seems to be a normal part of the parent-child relationship. Probably some children develop a certain amount of immunity to scolding and this type of "fussing" does not do as much harm as we might sometimes believe, providing it is not the constant kind that becomes nagging. Correction can sometimes be so constant that it loses its effectiveness in producing the desired change in behavior and does nothing but establish a negative pattern between parent and child.

Spanking is a much discussed technique of guidance. Most people are familiar with the admonition, "Spare the rod and spoil the child." Ideas of what constitutes a spoiled child vary greatly, but probably spanking does neither the immense amount of good nor the disastrous amount of harm that are often claimed for it. As with many of the other negative techniques, spanking gets at only the symptoms of behavior and is not very effective unless it is followed up with some effort to find and remove the real cause of the offensive behavior. The greatest danger in spanking seems to be that it is the easiest solution at the moment, the rationalization that "this hurts me more than it does you," notwithstanding. Spanking is not going to make a vibrant, wholesome character out of a child's personality. Neither is it going to destroy the personality; for fortunately personality is not that delicate. In and

of itself, spanking is not going to do much good in the development of personality, nor is it going to do as much harm as is sometimes implied.

Isolating the child is sometimes inclusive of both negative and positive aspects. For example, isolation is occasionally used as a means of punishment: "If you don't eat everything on your plate, I'll send you to your room." In other words, "I'll put you away from other people; I'll deprive you of the company of your friends and companions if you do not do as I wish you to do." Or isolation may be a positive approach also in that at times children must be removed from the group when things get so thick that they are unable to handle themselves. Consequently, they are taken away temporarily until they can get control of themselves so that they can return to the group and cope with the situation. At home, however, isolation is usually employed as a form of punishment; making the child sit on a chair or sending him to his room. These are means of taking him away from the presence of other people so that his behavior does not affect others quite so much.

Another negative technique is the threat of withdrawal of love. This is undoubtedly one of the cruelest things that can be done to any child. "If you don't do as Mommy tells you, she won't love you anymore." Because the preschool child is so dependent upon adults emotionally as well as physically, threatening to remove our love for him tends to take away all his emotional props. He cannot be expected to learn to give love unless he has first received it. There is a vast difference between, "Mommy doesn't love you" and "Mommy doesn't like what you're doing."

We can love a person even though we do not like some of the things he does. This applies to relationships between adults, particularly husband and wife, as well as to relationships between parent and child.

Ignoring can be a technique of guidance. Again there is a great difference between ignoring a child as a person and ignoring some of the things he does. If we constantly ignore him, it is pretty good evidence to him that we do not care very much about him. On the other hand, ignoring some of the behavior we regard as undesirable can build a very healthy kind of relationship. While we do not want to be lulled into the lethargy of thinking that all his undesirable behavior is merely a phase which he will outgrow, neither do we want to be so tense about everything he does that we forget that a good many of his trial and error activities are simply a part of learning and a necessary part of growing up. We will be much happier, and so will he, if we can find it possible to ignore some of his less conspicuous undesirable traits and actions. The real trick, of course, is knowing when to ignore and when to make an issue.

POSITIVE APPROACHES IN GUIDING CHILDREN

Some techniques are, of course, more affirmative than others and probably one of the most commonly used positive techniques is assistance.

Most parents expect to help their children grow and develop. It is certainly obvious that children are not born with all of the abilities and capabilities that they will have in their lifetime. These are de-

veloped; they are the result of the growth process, of the interaction of heredity and environment. All children need assistance at some time. The problem is in knowing when to give it and when to withhold it. Too much help will tend to make a child overly dependent upon other people, while too little assistance can often discourage his trying anything new since he is afraid to move forward because of lack of confidence. The preschool child needs help in all areas of development--physical, social, intellectual, and emotional.

Substitution of the means of acceptable behavior for unacceptable behavior is a positive approach to guidance. In a world such as we live in today, there are certain things which society forbids us to do in the interests of social welfare. In the world of the preschool child, the same thing is true. It is, therefore, important for us to help him to substitute socially desirable kinds of behavior for socially undesirable kinds. For example, when he starts to write with his crayons on Aunt Mary's newly painted walls, we immediately inform him that he cannot write there but that he may color on a piece of drawing paper if he so desires. It is not permissible for him to beat another child on the head with the drumsticks, but he may beat the drum, since that is what the drum is for; the other child's head is definitely not for that purpose. Most good nursery school teachers use substitution as one of their most prominent tools in guiding the preschooler. Perhaps parents could also use this technique to better advantage.

Recently there has been much discussion about reasoning with children.

Sometimes parents put off reasoning with a child until it is well past the time when they should be doing so. It is possible to reason with a child as soon as he can understand the meaning of only a very few words. The reasoning must be, of course, within his frame of reference; that is, the kind of language which he understands must be used and the things about which we reason with him must be a part of his experience. Nevertheless, even with the youngest child whose understanding is limited both by vocabulary and experience, we can still begin this reasoning process.

Command is a technique of guidance which can be either positive or negative. Differences in Command lie not only in the words used and in the placement of them, but also in the tone of voice and the facial expression that goes along with the command. How many different ways can you say, "Go get washed for dinner!" Can you say it positively? Can you say it negatively? Can you say it in an off-hand way without either a negative or a positive connotation? Can you say it simply as an announcement that dinner is ready?

The principal thing to remember about these and other techniques of guidance is that the methods you use are not nearly as important as the feelings you have about using them and the attitudes you have toward the person on whom you use them.

SUGGESTIONS FOR FURTHER READING

Faegre, Anderson, and Harris, Child Care and Training: 157-171.

Jenkins, Shacter, and Bauer, These Are Your Children: 53; 73-74; 77; 229-

Ilg and Ames, Child Behavior: 363-368.

Spock, Baby and Child Care: 42-49; 323-335; 410-412.

Children's Bureau, Your Child from One to Six: 38-45.

Public Affairs Pamphlets:

"Back to What Woodshed?"

"How to Discipline Your Children"

Science Research Associates Pamphlet:

"A Guide to Better Discipline"

QUESTIONS FOR DISCUSSION

Name as many methods of guidance as possible. (They are not all listed above). At what ages are these techniques the most effective? Can you use the same methods with a one-year-old that you do with a four-year-old?

Have you found any good way or ways of knowing when to use certain techniques? Have you discovered any one technique that works all or most of the time?

Have you noticed whether different children require different techniques?

If you frequently use spanking as a technique, what are your feelings when you do so? Have you been pleased with the results of spanking?

What do you think is the real purpose of guidance?

How can you go about discovering the causes of misbehavior?

CHAPTER IV

TEACHING MORAL AND RELIGIOUS VALUES IN THE HOME

Sally knocked on Jane's back door. In her hand was a napkin-covered plate.

"Hi, come in," said Jane as she opened the door.

"I will come in for a minute, but I can't stay," Sally said as she entered the kitchen. "I come a-borrowing. I need two eggs and an onion, and here's a piece of pineapple cheese-cake that I made." She offered the plate to Jane.

"M-m-m, cheese-cake! Looks wonderful. Good-bye diet for today! Sit down for a minute. I'm sure I have eggs, but I'll have to check on the onion. Sally," she exclaimed as she searched for the onion in the vegetable bin, "you'd never guess whom I was just talking to on the telephone!"

"Who?" queried Sally. "Or whom, I should say."

"Mrs. Jones, Jimmy's Sunday School teacher. Last night at the dinner table Jimmy came out with the funniest remark. We were listening to the news of that new rocket on TV, and Jimmy said to his daddy, 'I guess that rocket might punch holes right through heaven, mightn't it?' Well, Tom didn't know what to answer. He did manage to mumble something about being pretty sure that heaven isn't a 'place in the sky.' So I called Mrs. Jones this morning to tell her she'd better be prepared for space age religious education."

"These kids surely need some kind of religious education," rejoined Sally. "This has been a week! First of all, Susan's trike disappeared on Monday. We finally located it Tuesday down around the corner at that new little boy's house. He said he had just borrowed it. His poor mother was so embarrassed. Then I've caught Susan telling two whopping big fibs this week."

"What did you do about that?" asked Jane, placing the onion and two eggs on the table.

"Well, both times I tried to explain to her how important it is for us to be able to believe what we tell each other, but I'm not sure she understood what I meant. What I'll do the next time, I don't know." She picked up the borrowed articles and started toward the door. "Got to go. Thanks for the eggs and onion. I'll pay you back as soon as I get to the store."

"No rush," Jane replied, "and thanks lots for the cheese-cake."

Most parents will agree that there is a no more important phase of the child's development than his character and spiritual growth. Much of this growth takes place as a result of the inter-relationships in the home, through the example of the parents as evidenced by their sincerity, their honesty, their consistency, their sensitivity. What are some of the principles involved as parents go about the task of teaching moral and religious values in the home?

Children are not born with an innate sense of right and wrong.

Studies of different cultures have made this point very clear. There are, for example, societies in which the treacherous life is the good life, and the child is taught that to lie, steal, and cheat is the only way to survive. In our society and in our families, we have definite rules, regulations, customs, and ethical beliefs which we as parents begin to instill in our children from the moment of birth. According to our standards, certain behavior is acceptable or unacceptable, right or wrong, and we, in countless daily contacts with our children, by our attitudes and example, by our approval or disapproval, teach him to become a good citizen.

Character develops very slowly. Indeed, to choose between right and wrong action is frequently difficult for adults as well as children; so it is apparent that the opportunity for ethical growth is always present and that ethical decisions are dependent to a great extent on past training and experience. The newborn baby is a pretty selfish little being, concerned primarily with his own desires and feelings. It takes a long time, many years of experiences, for him to become aware that the world is full of people who also have desires and feelings.

The home is, of course, the most important factor in character training. Later the school, the church, and the community also add their influence. But the small child absorbs most of his moral beliefs in the home, and if the family relationship is warm and loving

and cooperative, this absorbing process does progress even though constant, patient teaching by the parents is required. Because your child is dependent on you, because he loves you and wants your approval, he tries to imitate you, to think like you think, to believe as you believe. As the psychologists express it, he "identifies" with you. To be worthy of such imitation, thinking parents must then be constantly appraising and re-appraising their own actions and beliefs.

WHAT ARE SOME OF THE WAYS THAT PARENTS CAN HELP THEIR CHILDREN DEVELOP MORALLY?

Know what you can legitimately expect of a child at the various ages. The small child has no sense of property. It takes time to learn that toys "belong" to somebody. He just sees a shiny, new red truck and proceeds to play with it, or confiscate it, no matter whose it is. It takes time, too, to learn the difference between "pretend" happenings and real happenings. The line between phantasy and fact is not yet as sharp for him as it is for you. The pre-schooler, and the older child, too, may cheat at games. He sees easily what is to his advantage, but has not yet had enough experience to understand how it feels to be the one who is cheated, or to understand that games are not games without the rules. It takes a great deal of maturity to be able to lose gracefully--or at all. You doubtless can think of a number of adult acquaintances who find

it very difficult to admit defeat. So parents need much patience and understanding in guiding a child's moral growth, and the child needs, especially when he makes mistakes, the assurance of his parents' faith in him.

Explain the underlying reasons for moral behavior. For example, your heart-broken, indignant little boy comes in sobbing to tell you that someone has stolen his new, bright plastic beachball. After the tempest is over, or after the ball has been located and returned, it might be a good opportunity to point out how badly it makes us feel to have something stolen from us. Perhaps you could remind him, "Remember the other day when you brought home that gun you found down the street in someone's yard? That little boy felt just as badly about his gun that you took as you did about your beachball." Help the child to come to a clearer understanding not only of his own rights and feelings but those of others as well.

Give your child responsibility, trust, and opportunity to be of help. All of these will be dependent upon his degree of maturity, of course, but even the very young child can begin to sense the satisfaction that comes from carrying out a responsibility or of performing some service. True, your little girl cannot bake a cake for a sick neighbor, but she can color a card to attach to the cake, and she can help to carry the finished product to the neighbor's house and share the glow that comes from being effusively thanked for a kind action. The ability to take on great responsibilities and

obligations comes in part from having fulfilled many small ones.

Examine yourself to see what kind of an example for ethical behavior you are. Your child may learn more from what you do than from what you say. Do you expect the same strict adherence to truth from yourself that you do from him? Has he heard his father say, "Tell him I'm not at home," when someone he does not want to talk with calls on the telephone? Has he heard his parents laugh because the dime store clerk charged too little for a purchase when just the week before you made him return a ten cent toy he had pilfered from the counter? How often do you plead a "previous engagement" or a "headache" when trying to turn down an undesirable invitation? Your actions do not go unobserved, and your consistency is of extreme importance in the development of your child's system of values.

Being an example for your child does not mean that perfection is required of you. In fact, your being wrong occasionally and being willing to admit it and apologize for it can also be a helpful example of right conduct for your child. Admitting error can put your relationship with your child on a more natural basis than a never-erring, omnipotent attitude on your part would ever permit.

Since for many persons, ethical and moral action and the good life flow from their belief in a just and loving God, the religious training of the child is of great importance. The preschooler is not capable of doing much abstract thinking; he is able to make only

a small beginning in understanding the meaning of, "God is a spirit." But he is interested in stories, in heroes, in evidences of the concept that "God is love." He accepts what he is taught without much question. Some of the things he wants to know are usually specific and factual, and since religion deals with matters of the spirit, specific, factual answers are difficult to give. If, for example, your preschooler asked you, "Where does God live?" how would you reply? The answer to such a question requires both a religious sensitivity and a knowledge of the child's ability to comprehend.

Parents should be warned that a period of doubt and questioning does arise during adolescence and that if the child's religious training in his early years has been dogmatic and authoritarian, conflict, tension, and perhaps disdain of all religious belief may be the result. The modern child is going to live in a world of scientific probing and research, of increased communication between peoples of many faiths. If his parents have taught him that it is sinful to doubt or question their religious teachings, he may either lose his religious convictions altogether or retain an infantile set of beliefs unrelated to the problems of his daily living.

SUGGESTIONS FOR FURTHER READING

- Faàgre, Anderson, and Harris, Child Care and Training: 190-203; 231-251.
 Jenkins, Shacter, and Bauer, These Are Your Children: 96; 118; 126-127;
 145.
 Ilg and Ames, Child Behavior: 298-323.

Spock; Baby and Child Care: 396-398.

Children's Bureau, Your Child From One To Six: 29-31.

Public Affairs Pamphlets:

"Democracy Begins in the Home"

"Your Child's Sense of Responsibility"

Science Research Pamphlets:

"Helping Children Develop Moral Values"

QUESTIONS FOR DISCUSSION:

How would you deal with a three year old who "steals" a friend's toy? Would you do the same with a five year old?

What is the reaction of the child likely to be if you admit to him that you have done something wrong? Will you lose his respect?

What is the danger in saying to the child "You're always telling lies," or "You never finish anything you begin."

What are some of the things you can do to let your preschooler know what trust is and that you trust him?

Does failure to finish all that he begins indicate a basic lack of character in the preschooler?

How would you explain "little white lies" to your child?

When playing games together, is it fair for Dad to let the child win occasionally? How can you teach a child to be a good loser? To be a good sport?

CHAPTER V

BAD HABITS AND UNDESIRABLE BEHAVIOR

"Hi, Sally," Jane called from her car in the shopping center parking lot. "Can I give you a ride home?"

"Hi. I guess so. I ought to walk," Sally said as she got into the front seat with her bag of groceries, "and I intended to. But who can resist a ride." As Jane pulled out onto the street, Sally continued, "There surely was a mean little boy in the grocery. His mother was having a time with him, and I certainly did feel for her. He was running up and down the aisles, and she was ready to go home and couldn't catch him or get him to come. She was so exasperated and so embarrassed."

Jane laughed and replied, "That's just about like one of my mother's favorite stories about me, only she chased me around some big piles of rugs in a department store."

"Motherhood was ever thus, I guess," said Sally. "And you just get them cured of one bad habit and another one takes its place. I think I've finally convinced Susan that she had better stop sucking her thumb, but I have a horrible feeling that her pokiness is going to become the next problem."

"I've got that one with Jimmy, too. It takes him so long to do the simplest things, particularly in the morning and at breakfast when we're all so rushed. He dawdles with his breakfast,

then he dawdles with brushing his teeth. And he's so slow about getting dressed." Jane turned into the driveway between the two neighbors' houses. "Guess I should organize our mornings better so he'd have more time and I wouldn't always have to be hurrying him along."

"I suppose we should expect a certain amount of dawdling at our children's age. But problems, problems," said Sally as she got out of the car. "I'm going to forget them all for the next two hours and just have fun with my family. We're cooking out in the yard this evening. Be glad to have you join us."

"Thanks, but supper's in the oven," replied Jane.

"Next time then. And thanks for the ride," called Sally from her front door.

All children at one time or another misbehave or develop habits which are displeasing to their parents. A long, long list of disturbing habits could be made and would include: thumb-sucking, nail-biting, dawdling, temper tantrums, stuttering, pushing, spitting, throwing, rudeness, selfishness, showing off, wetting, biting, using bad language, lying. These are just a few of the perplexing habits, and most children experiment with at least some of them during their early years. What makes them disturbing is the prospect that their carry-over into adolescence or adult life will keep the person from being adjusted or acceptable socially, will be detrimental to his health or efficiency.

Children's bad habits are also a source of tension because parents feel that they are glaring evidence to friends and neighbors of their inadequacy as parents. At the first sign of an undesirable trait, the anxious parent immediately swings into action to "nip" that in the bud right now!" How can the parent deal adequately with these objectional habits?

It is helpful for parents to know that children's behavior normally alternates between balance and imbalance. There are periods of relative calm alternated with stormy periods; or, as the psychologists express it, there are times of equilibrium followed by disequilibrium. Just when a parent feels that he has had all that he can stand of the child's bad behavior, a blessed time of comparative serenity may come along. Most parents, if they look back critically at their own experience, can recognize such periods in their own lives, years when, in spite of unfortunate circumstances, they were able to meet all happenings with some poise and composure, other years when the opposite was true. So all persons, including children, have their ups and downs as far as behavior is concerned.

In dealing with undesirable habits and behavior it is necessary for parents to have some knowledge of the processes of child development. It is comforting to the parent to know that certain undesirable behavior is to be expected at certain ages. This statement does not in any sense imply that all children must do all the objectionable

things mentioned. It merely means that studies of many children indicate that certain types of behavior seem to be typical at the various age levels. For example, not all infants will suck their thumbs; but many do. The baby frequently finds that sucking in addition to satisfying his hunger brings him much pleasure. It is quite natural that he get this additional pleasure by sucking on his fingers. Not all two-year-olds go through a "negative stage;" but many do. With his newly acquired walking ability, with a great, wide wonderful world of interesting objects and experiences opening up before him, it is very natural that the two-year-old may be lead by his curiosity right into a wall of parental "don'ts"--"Don't touch," "Don't do that," "No, no." Negativism, or a reply of "No, I won't" to all requests made of him, may be his very logical and typical reaction. Temper tantrums may be the equally logical and typical reaction of other toddlers to such frustration. So certain undesirable actions seem to be characteristic of the behavior of many children at the various age levels, and the parents' patience and understanding is needed to lead their children into more pleasing behavior.

It is fear and uncertainty about whether unacceptable conduct is merely a phase or is becoming habitual that gives parents difficulty. Is the child's undesirable behavior continuing beyond the time when the parent can legitimately expect it to stop?

If the undesirable habit continues beyond the legitimately

expected time, it would be well for the parents to take stock of the quality of their family relationships. Direct attacks on bad habits are usually unsuccessful. The bitter lotion, the splints bound to the elbows, the mechanical gadgets that are sometimes used to keep the kindergarten-age child from sucking his thumb heighten the anxiety of the parents and the tension within the child and do not get at the reason why he has continued this infantile habit. Reasons and causes for bad habits and misbehavior must be sought. Is there too much scolding or nagging in the home? Is the child getting too little attention or affection? Is he jealous of a new baby? Is the child constantly being hurried? Why is it that he feels he must hold on to his undesirable habit even though he knows it is displeasing to you and others?

The reason may be hard to find and is probably highly individual and personal. But sensitive parents, armed with a knowledge of child growth processes and a willingness to appraise their own motives and family relationships, are in a good position to find the reason.

SUGGESTIONS FOR FURTHER READING

Faegre, Anderson, and Harris, Child Care and Training: 65-94, 130-152; 190-203.

Jenkins, Shacter, and Bauer, These Are Your Children: 18-24; 39; 118.

Langdon, Home Guidance for Young Children: 267-269; 284-287; 334-338.

Ilg and Ames, Child Behavior: 13-53.

Spock, Baby and Child Care: 207-214; 353-356; 368-372.

Children's Bureau, Your Child from One to Six: 1-19; 59-69.

Public Affairs Pamphlets:

"Enjoy Your Child, ages 1-3"

"Three to Six: Your Child Starts to School"

Science Research Associates Pamphlets:

"How Children Grow and Develop"

"Why Children Misbehave"

QUESTIONS FOR DISCUSSION

If you heard your child using bad language, what are some of the things you could do?

How can parents help the dawdler?

What would you do with a baby who sucks his thumb? With a five-year-old?

What can be done to encourage a child to want to change?

What are some of the things that make it difficult to discover the reasons behind a child's behavior?

CHAPTER VI

GUIDING YOUR CHILD'S SOCIAL DEVELOPMENT

"Well, she seems real nice, doesn't she?" asked Jane of Sally as the two friends walked home from an afternoon visit at a new neighbor's home; the "she" whom Jane was complimenting was, of course, the new neighbor. "She is so friendly and easy to talk to."

"She certainly is very attractive," agreed Sally. "And did you ever see a better mannered little girl? She was just about the friendliest, most poised six-year-old I've ever seen. I'm going to be very interested to find out what made her that way. I'd like to try whatever it is with Susan."

"It surely is hard to teach children to be friendly and cooperative, isn't it? I'm beginning to see some encouraging signs in Jimmy though. I was watching him playing with the little Barrett boy in the sandpile yesterday and they were sharing toys very nicely. And I had to remind them only once to take turns on the swing. It wasn't so long ago that they fought over every toy in the yard. They invariably wanted the same thing at the same time."

"It takes a long time to learn to share and take turns," said Sally. "Some people never learn, I guess. Last night George and I were standing in line to get tickets for the movie, and some grown man pushed in ahead of us. It made me so mad!"

"That sort of thing makes me angry, too," agreed Jane. "You expect that kind of behavior from children but not from adults."

"You know, I noticed at Jody Barrett's birthday party last week how much the children have improved in their ability to get along with each other just since Susan's party last year," said Sally, stopping in front of her home.

"I remember Jimmy wasn't at all sure he wanted to give his present to Susan. There was almost a tug-of-war over it," replied Jane, laughing at the recollection of the incident.

"And remember what little savages they were when we served refreshments," added Sally. "There was very little of that at Jody's party. Maybe we really are succeeding in civilizing them."

"There are some encouraging signs, come to think about it," Jane replied. She started toward her house. "Well, I must go in and start the roast for dinner. 'Bye."

"Goodbye. I'm glad we made the effort to go calling. It looks like we have some good new neighbors," called Sally as she walked up to her front door.

Learning to get along with others is a long process; indeed it continues, or should continue, throughout all of life. The preschool - er makes some great strides in the direction of becoming a social being, one that can live constructively with others. If the tiny baby, scarcely able to respond to others even with a smile, is contrasted with the sturdy six-year-old, content and eager to drop his mother's hand and take his place in the class of first-graders, it becomes apparent just how far the little child has travelled a-

long the way toward being at ease with people and enjoying new situations.

But even though in looking back over six years of growth, the parent can see that the little child has quite evidently learned much about getting along with others; the road to "civilization" may have seemed thus far to be long and full of ruts, hills, and bumps of quarreling, bickering, snatching, refusing to share, being unmannerly and impolite, making undesirable friendships. There is probably no parent who has not had the experience of having the child come home, hurt and heartbroken, sobbing, "Johnny won't play with me," or "Mary says she doesn't like me." Guiding the child into good relationships with others requires much patience, sensitivity, and fairness on the part of parents.

The child's first contacts with others are of great importance because they tend to establish a pattern for future relationships. Tendencies toward being friendly and outgoing, timid and shy, bold and aggressive are likely to originate in these early years. Of course, personality is pliable, and mistakes made in personality development are rarely irreparable; but it is much more desirable to have continuous, steady growth than to be forced to correct an attitude or habit before growth can go on.

In his contacts with others the child begins to understand and accept himself. In hundreds of daily occurrences he compares himself,

his family, his ideas and beliefs with other children and adults and their standards. In the constant rubbing of personality on personality, he asks himself, in effect, "Do I like that person?" "Am I different from him?" "How am I different from him?" "Would I like to be like him?" "Is what I think better than what he thinks?" Thus he begins to build his set of values, his philosophy of living.

Children vary greatly in their need for assistance or independence.

When should a parent step in to stop a quarrel between preschoolers? When is the correct time for the mother to leave the shy child alone at Sunday School or nursery school? Should parents permit their child to have a friend they regard as unsuitable? How can the child be helped to meet new experiences optimistically, self-confidently, yet realistically? At what age can he safely play in a neighbor's yard, in a yard around the corner, in the next block? How can the child be alerted to the dangers of talking with strangers without being made overly fearful or distrustful? To be able to answer any of these questions or hundreds of similar ones, parents must have not only a knowledge of particular situations but also a sensitive awareness of their child's abilities, limitations, potentialities, and degree of maturity.

The atmosphere of the home and the example of the parents are important in the preschooler's social development. The child who is reared in a home where love and affection are freely given is likely to be able to give love and affection in his turn. Children inevit-

ably absorb their parents' attitudes toward friendships, their prejudices toward groups, their ideas about citizenship. They take note also of the processes by which decisions are made in the family; and nowhere is there greater need for rational judgment than in the relationships of person with person.

It is necessary for parents to achieve a balance between too much protection and too little. This is one of the most difficult and delicate tasks of parenthood. Parents are in a sense caught between the "devil" of coddling their children and the "deep blue sea" of giving too much freedom. One extreme may result in over dependence and timidity and the other in a lack of security and direction. So when to loosen or tighten the apron strings requires considerable discernment on the part of parents.

The child needs to achieve a balance between conformity and non-conformity. The child, too, has his "devils" and "deep blue seas;" he must enjoy the company of others but enjoy also being alone at times and doing things by himself; he must have respect for the rights of others but retain a respect for his own rights as well. It is not desirable for the child always to follow the crowd--and that tendency is very strong in children and teen-agers. Neither do we want him always to hold out against the majority just to be different or out of pure stubbornness or obstinacy. We do, however, want to help him develop ideals and convictions and the courage to stand up for them when necessary. The majority are not always right. Much of the

progress in our society has been made and shall be made because of the courage and vision of a minority dedicated to convictions which they held in the face of great opposition.

One of the greatest rewards of parenthood is to watch the child venture out gradually into the wider world, unfettered by fears and insecurities, free to take his place in society as a self-reliant, creative, friendly, useful, mature person.

SUGGESTIONS FOR FURTHER READING

Faegre, Anderson, and Harris, Child Care and Training: 216-231.

Jenkins, Shacter, and Bauer, These Are Your Children: 228; 230-231; 234-236.

Langdon, Home Guidance for Young Children: 250-297.

Spock, Baby and Child Care: 307-309; 384-389.

Children's Bureau, Your Child from One to Six: 13-16.

Public Affairs Pamphlets:

"Democracy Begins in the Home"

"The Shy Child"

"Three to Six: Your Child Starts to School"

"Your Child's Sense of Responsibility"

Science Research Associates Pamphlets:

"Developing Responsibility in Children"

"Guiding Children's Social Growth"

"Helping Children Adjust Socially"

"Your Child and the People Around Him"

QUESTIONS FOR DISCUSSION

What do you think the little child should be taught about "the manly art of self-defense?"

What are some of the ways that preschoolers can be taught to share?

How far can you go in choosing your children's friends?

Are children's parties helpful in their social development?

What can be done to help the shy child? The over-aggressive child?

What are some of the ways that prejudices about minority groups are passed on from parent to child?

CHAPTER VII

BROTHERS AND SISTERS

The first snow of the winter had fallen. The air was crisp on Sally's face as she shovelled a narrow path from her door to the street. She glanced up and smiled when she saw her neighbor Jane come out of her door, shovel in hand. After Jane had thrown aside two or three shovels full, Sally waded across the intervening drifts to talk with her obviously pregnant friend.

"Do you think you should be doing that in 'your condition'?"

"Maybe I shouldn't," answered Jane, "but when I get this far along with a pregnancy, I'd be real glad to have something bring on that trip to the hospital. Besides, I saw you out shovelling away and it looked like such fun I couldn't resist coming out, too."

"Are you just about ready for the big event?" Sally asked.

"I certainly am!" exclaimed Jane, "except that I wonder just how well I've succeeded in preparing Jimmy. For one thing, he's certain that 'it' is going to be a little brother. He won't hear of the possibility of its being a girl. And then he's not real sure he wants a baby sleeping in his room in his old crib. I've ordered a new big bed for him that should come this week. Maybe that will help him feel big and adjust to having to share his room."

"His nose will be out of joint for awhile, no doubt," said Sally.

"My sister had quite a bit of difficulty with my niece, Becky, after

her second little girl came. Becky was so jealous of that baby. But she had some reason to be. The baby was sick for several months and took a lot of care and my sister had practically no time or strength left for Becky. The two girls are teenagers now, and they have gradually outgrown their quarreling. But it was a struggle for awhile."

"I'm lucky, I guess," Jane said. "Did I tell you that Mother writes that she can come while I'm in the hospital and for about two weeks afterward? Jimmy loves her so, and I'm hoping he won't miss me so much with her here."

"That will be fine for all of you. I've got to go in now. My hands and feet are freezing!" exclaimed Sally. "Hope everything goes well with you. And you know George and I are standing by ready to help in any way."

"I know you are and that helps a lot," called Jane as Sally made her way home through the snow.

Parents might just as well expect and accept some quarrelling between brothers and sisters. This bickering, teasing, and arguing must serve some real purpose; there is certainly a great deal of it. What purpose--or purposes--can such disagreeable behavior possibly serve?

We all recognize the fact that home is one place where we can safely let off some of the steam that accumulates in us elsewhere during the day. Even the toddler soon learns that he must control himself more in the neighbor's yard than in his own. At home every-

one knows us well; it is not so necessary to put up a front; it is not so necessary to bury or sublimate all the animosity and envy--or exuberance and glee, too--that wells up within us. Bless home for being this kind of place!

Then, too, brothers and sisters use each other as testing grounds in human relations. "Just how long can I tease her before I get a reaction?" "I wonder what he'll do if I get into his things?" Or even, "How hard can I bite before it really hurts?" In a sense, the home is a wonderful laboratory for finding out what works with people, for experimenting with how much of this kind of behavior it takes to get that kind of reaction. This is not to say that some controls and restraints are not needed; they are. Home must be a resting, relaxing place as well as a place to let off steam or find out how far you can go. But if parents can live through this very trying quarreling and manage to regard it as part of the educative process of learning how to get along with people, they may be better able to determine just what controls and restraints are needed. Here again the parent is a teacher, and must regard himself more as a coach than merely as a referee in these family bouts. The rules of fairness, loyalty, equality have to be pointed out again and again.

Jealousy is a normal feeling. Since it is normal, neither parent nor child need to feel guilty about occasional displays of jealousy. There are basic drives within each of us to achieve status and recognition, to desire the regard and love of others,

and, when we fear that our place and our prestige is threatened, jealous feelings almost instinctively arise. You as an adult have no doubt had to force a smile at the good fortune of a neighbor or friend. It is sometimes difficult to rejoice sincerely with those who rejoice, particularly if the cause for rejoicing was something you would have liked for yourself. To help the child learn to cope with such feelings is an important part of the job of parenthood. The wise parent will check himself constantly to be sure that he is not adding fuel to the flames of jealousy by making comparisons between children or by showing evident favoritism.

For the majority of children, jealous feelings are aggravated by the arrival of a new baby in the family. The newcomer is often regarded as a usurper, and envy of the new rival can take many forms of expression. Some children may react directly against the baby by pinching him or biting him; others will attempt to take their jealousy out on the parents by being as naughty as possible, or by returning to babyish ways; still others will express their envy in ways which seem totally unrelated to the cause.

Most expectant parents are aware that such feelings usually arise in the child and they try to prepare him beforehand for the new baby's arrival. Excellent practical suggestions for such preparation are made in the readings in Ilg and Spock listed at the end of this chapter. In spite of precautions, however, parents should be alert to any indications of strain in the preschooler and hasten to assure

him of their love rather than blame him for his very natural jealous feelings.

Parents need to help brothers and sisters learn to control and direct their feelings of jealousy, rivalry, and competition. The jealous toddler certainly cannot be allowed to hurt the new baby; down deep within him he does not really want you to allow him to do so. He is in the grip of an emotion too strong for him to cope with; he needs his parents' help in analyzing and understanding what it is that is happening inside him. All children need aid in understanding their feelings, help in learning to keep them in check, and assistance in finding more positive satisfactions in their own living.

It is impossible to treat all children in the family alike--and they should not be. Each child is an individual with individual wants and needs and potentialities and one of the important lessons he needs to begin to understand is that his life, his abilities, his personality are unique. Parents often bend over backwards trying to give equal gifts to their children. If the four-year-old daughter gets a doll, the two-year-old daughter must get a doll, too, even though she might prefer a teddy bear. Later if the twelve-year-old son goes to camp, the ten-year-old son must go to camp, too, even though he would rather stay at home and work on a hobby. Similar needs do not necessarily arise simultaneously in different individuals, and the parents' desire to be absolutely impartial is impossible of fulfillment. This does not imply that favoritism should be

shown. It does imply that the individuality of the child should be respected so that he shall come to a self-knowledge more quickly, to a realization that his life will not be exactly like anyone else's and that he really would not want it to be.

SUGGESTIONS FOR FURTHER READING

Jenkins, Shacter, and Bauer, These Are Your Children: 20; 22-23; 80-83; 104-107.

Langdon, Home Guidance for Young Children: 278-284.

Ilg and Ames, Child Behavior: 238-261.

Spock, Baby and Child Care: 335-346; 564-567.

Science Research Associates Pamphlet:

"Helping Brothers and Sisters Get Along"

QUESTIONS FOR DISCUSSION

When and how should parents interfere in quarrels between brothers and sisters?

How can the parents of an "only" child fill in the gaps created by the lack of brothers and sisters?

Discuss the peculiar problems frequently faced by the oldest child in the family; by the youngest child; by the middle child.

What are some of the specific ways that parents can help to prepare a child for the coming of a new baby?

Why is it important for each child to have a place of his own in the home?

What are some of the ways you have invented to give your child a place of his own even in cramped quarters?

CHAPTER VIII

SEX EDUCATION

Jane and Tom Sullivan were sitting in their living room late one evening. Tom had just turned off the television and was finishing a sandwich, a cup of coffee, and the sports page of the newspaper. Jane was dutifully drinking the glass of milk prescribed by her obstetrician.

"Well, Jimmy asked the long-awaited question today," remarked Jane.

"Oh?" said Tom, looking up from his paper. "What question is that?"

"You know what question I mean. He asked where we were going to get this baby," Jane replied.

"Well, which answer did you give? Let's see, you had the choice of the 'stork,' 'under a cabbage plant,' or 'the doctor's little black bag'." Tom watched Jane for the reaction he knew would come.

"You can joke about it!" she exclaimed. "You didn't have to think up an answer. And even though I'd been expecting the question, I was still not prepared to answer--a little embarrassed, too, and unsure of myself. It's so important to answer these questions just right."

"Don't keep me in suspense any longer. What did you tell him?" Tom asked.

"Well, I told him that the baby is growing inside me in a special place just for babies. He looked a little puzzled and asked me why I had to go to the hospital to get the baby then. I told him that I wasn't going to the hospital to get the baby, that when the baby finished growing inside me then I would go to the hospital where the doctor and the nurses could help the baby to be born, that the hospital was the best, most comfortable place for a new baby."

"Gosh, it sounds to me like you handled that just right. Did he ask anything else?"

"No," replied Jane. "That seemed to satisfy him. I did go on to tell him that this was the way that he was born, too. Then Jody Barrett came over to play, and that was the end of that."

"I suppose I'll get some questions from him sometime, too," Tom said, thoughtfully. "I just hope I can answer as well as you did. The important thing, I think, is to let him know we're ready and willing to answer any of his questions if we can. I surely can't remember getting much information from my folks. I picked up the 'facts of life' from all sorts of places."

"You may get your share of questions from Jimmy sooner than you think," said Jane, as she picked up the dishes and started toward the kitchen with them. "I understand the Barrett's rabbit is expecting babies any day now."

"You're the expert now on answering children's questions. Tell me what I should say."

"How can I tell you what the answer should be when there's no earthly way of telling what the question will be," Jane called from the kitchen. "Anyhow, it's too late to think," she said, returning to the living room. "Let's go to bed."

For a variety of reasons parents may approach their children's sex education with some hesitancy. One reason may be the fact that they themselves are, likely as not, the products of faulty or haphazard sex education. Another may be that the subject of sex is an emotional and personal one for most persons, a subject about which words do not come freely and easily. In any case, early attitudes and feelings toward sex are acquired in the home by the preschooler, and the parents' objective should be to furnish both information and an example that will contribute to the child's eventual happy and successful sexual adjustment in marriage.

It is helpful for parents to know that children's gradually enlarging interest in sex takes certain typical forms. Sex education continues throughout life, and the person's concept of sex changes and broadens with each new experience of it. The little child's comprehension of sex is quite rudimentary; indeed his early discoveries about his body, about sex differences, and about how life begins are not sexual at all in the adult's meaning of the word.

Most children begin to notice differences between the sexes at an early age: differences in clothing, work, hair styling, anatomy,

body contours, bathroom procedures, and the like. Most children begin, also, to discover and explore their own bodies, and masturbation is prevalent among preschoolers. They are naturally curious, too, about the bodies of their brothers and sisters or playmates, and sex play is common among children of this age. A desire for privacy, an insistence on going to the bathroom alone or dressing alone, is another typical stage in the young child's growing understanding of himself as a boy or girl. (You can find a more detailed description of these various stages of children's sex interests in Ilg and Ames, pp. 201-205).

If parents can understand that these evidences of interest and curiosity about sex are normal and to be expected and a first step in the long, complex, interesting, and wonderful process of reaching sexual maturity, they can treat occurrences in a matter-of-fact, unemotional, constructive way.

Children vary in the intensity of their curiosity about sex, but providing them with plenty of interests and activities will help them keep their sexual interests in the proper perspective.

Give simple, straightforward answers to a child's questions about sex. The small child has not accumulated enough knowledge to ask any questions about sex which will require involved or complicated answers. His questions will be simple and unsophisticated and will require the simplest, most unsophisticated answers your ingenuity can help you devise. The important thing is to give truthful, factual answers geared to his age, experience, and intellectual ability, and to try, by your

frankness and honesty, to keep the avenues of communication open between you so that he will feel free to come to you again when he needs either further information or to hear his original question answered again.

There is much more involved in sex education than merely supplying answers to your child's questions about the "facts of life."

Indeed, that "much more" is more basic to the successful development of the child's sexual attitudes than all the facts you can supply. Almost from the moment of the child's birth, parents, whether they are aware of it or not, begin to help the child build certain general attitudes which may not at first glance seem to have a direct bearing on sex life, but which are really fundamentally, inevitably related. Parents help their children learn to be happy with their roles as boys or girls, as future men or women; to acquire the ability to give and receive love and affection; to enjoy their bodies, to give them proper care and attention; to begin to achieve that delicate balance between the determination to seek one's own desires and the responsibility to help another person fulfill his also. In short, the person's life view, his ability to achieve adequate affectional relationships are basic to sexual adjustment in maturity.

These fundamentals the child begins to learn in the home, not only by the factual information with which his parents supply him, but more importantly by observing the way they live together, by sharing in their love and regard for each other and for him. Here again it is

the quality of the family life that is the real teacher.

SUGGESTIONS FOR FURTHER READING

Faegre, Anderson, and Harris, Child Care and Training: 171-190.

Jenkins, Shacter, and Bauer, These Are Your Children: 63; 173;
265-268; 274.

Langdon, Home Guidance for Young Children: 289-291.

Ilg and Ames, Child Behavior: 198-210.

Spock, Baby and Child Care: 268-280.

Children's Bureau, Your Child from One to Six: 33-36.

Public Affairs Pamphlet:

"How to Tell Your Child About Sex"

Science Research Associates Pamphlets:

"Helping Boys and Girls Understand Their Sex Roles"

"Helping Children Understand Sex"

QUESTIONS FOR DISCUSSION

What is the danger in using the "stork" or "doctor's little black bag" stories in talking about birth with your child?

Has having pets helped you in explaining the birth process to your children?

What are the effects of masturbation on a child?

What can or should be done with a child who masturbates? With a group of children discovered in sex play?

When and how do you think the child should be taught the correct names for the functions and parts of the body?

How can you help the child understand that certain topics are private and to be talked about only in the family?

CHAPTER IX

HEALTH AND SAFETY

At practically the very same moment, both Jane and Sally dashed to their front doors and shouted almost in duet to Jimmy and Susan who were playing in the street, "Both of you come out of that street this minute!"

After the two culprits were sent to the backyard for the remainder of the afternoon, Jane sat down in a lawn chair beside Sally and asked, "What are we going to do to keep them out of the street?"

"I certainly don't know," replied Sally. "I've told Susan, and told her how dangerous it is to be in the street, but it evidently goes in one ear and out the other. It might not be so bad if it weren't such a busy street."

"I shudder to think about how I'll worry when Jimmy gets a two-wheel bike," remarked Jane.

"Well, one thing's certain," said Sally, "after children get to the age of our two, you can't watch them every single minute. So worrying doesn't help very much."

"Oh, I forgot to tell you," said Jane. "Late Monday afternoon Tom went out to the incinerator to burn some trash and caught Jimmy and Jody Barrett out behind the garage playing with matches."

"Whew! What did he do to them?" Sally asked.

"Well, I think he did just the right thing. At first he was

pretty angry with them and told them how wrong and dangerous it is to play with matches and fire. Then he remembered how he had done the same thing when he was a boy; so he asked the boys to come over to the incinerator and help him burn the trash. He gave them each a match and showed them how to strike a match properly and let them set fire to the trash. They were so pleased and proud and listened real carefully to the things he told them about matches and fire. He promised them that they could help him burn trash again sometime."

"That was a good way to handle that situation," said Sally.

"I wish Susan had been there, too."

"Well, I hope he got across the idea that matches are not play-things. Until I'm sure about that, I'm going to be a little more careful about leaving matches lying around."

"Maybe," Sally said thoughtfully, "we could use Tom's approach with this playing in the street business. Scolding and nagging hasn't accomplished much, goodness knows."

"You could be right," Jane replied. "We'll have to think about that and see what we can come up with. Say, did you hear about.....?"

Parents are responsible for helping children to develop habits which contribute to health. Children must be taught to eat the proper kinds of foods; to get adequate amounts of exercise, sleep and relaxation, fresh air and sunlight; to develop habits of cleanliness and regular elimination. As you can easily see, this list of "musts" calls for much supervision, much effort. Just the job of overseeing

cleanliness alone takes time and patience--the stories about dirt in little boy's ears are not an exaggeration!

It is important, too, for parents to be alert to any indications that the child has faulty hearing or sight. Such uncorrected defects can be a handicap to the preschooler's early learning and adjustment. Regular trips to the dentist and the doctor for check-ups can often prevent serious problems from arising. And in this age of preventive medicine, inoculations and vaccinations are not only imperative for your own child's health but are a responsibility for the total community's welfare. In all of these precautionary measures, parents teach that life is much pleasanter and more efficient when the bodily machine is in good working order.

The word "health" should include mental as well as physical well-being. The day is past when the mental and the physical can be separated; they are inextricably bound together. It is difficult, if not impossible, to determine whether a child is happy because he is healthy or healthy because he is happy. But mind and body are parts of the whole person, and one affects the other. The "whole" child has a much better chance of being healthy if the relationships within the family and the parental attitudes toward the child and child training are conducive not only to his physical well-being but to a spirit of understanding, friendliness, comradeship, and love as well.

Being overanxious about the child's health and safety can be harmful. Most parents feel their responsibilities keenly. You have heard many a parent say, "If a bad accident happened to my child, I would never forgive myself." And parents do have cause for worry. Over 2000 infants and toddlers die each year from accidents, the chief causes being motor vehicles, drowning, burns, suffocation, falls, firearms, and poisoning. Our "civilized" life does set up many hazards for children. However, it is detrimental to the child to weigh him down with constant admonitions about danger. True, he must be taught reasonable caution, but he would lose that necessary lighthearted freedom to venture out into life if he were too greatly burdened with ever-present fears and anxieties about his health and safety.

Under their parents supervision, children can gradually take on responsibility for their own safety. The newborn baby is pretty helpless and dependent. But that soon changes. There are probably few devoted mothers who cannot remember the day the baby finally wiggled around sufficiently to fall off the bed. Then comes the day that he falls out of the high chair. Soon he begins to pull up on furniture, and hot stoves and dangerous objects become a menace. Stairs are fascinating to the little child. Matches and fire are fascinating, too. So are knives. For the preschooler, and the older child as well, the street seems like a wonderful place to play. Children of all ages love to swim and play in the water. And when the teenager

finally gets that driver's license, he has arrived! All of these activities are unquestionably potentially dangerous.

So the child's need for supervision is ever present but ever changing. The parent who teaches his child to handle each new skill intelligently--whether it is going up and down stairs, lighting matches, building fires, learning to swim, or driving a car--and then gradually lets the child take full responsibility when he proves himself capable and trustworthy has fulfilled his parental obligation. The goal is progressively to enlarge our children's skills and ability to accept responsibility. We want them to reach a mature, independent consideration for their own health and safety and that of others as well.

SUGGESTIONS FOR FURTHER READING

Faegre, Anderson, and Harris, Child Care and Training: 49-65.

Ilg and Ames, Child Behavior: 167-171.

Spock, Baby and Child Care: 218; 261-264; 421-439; 440-534.

Children's Bureau, Your Child from One to Six: 76-103.

Public Affairs Pamphlets:

- "Keeping Your Child Safe"
- "Mental Health is a Family Affair"
- "Your Child's Emotional Health"
- "Your Family's Health"

Science Research Pamphlets:

- "Emotional Problems of Growing Up"
- "Emotional Problems of Illness"

QUESTIONS FOR DISCUSSION

What can be done to make a fearful child's visits to the doctor more pleasant?

How can you prepare a child for a trip to the hospital?

What first aid and medical supplies should be kept in the medicine cabinet? What safety precautions are necessary with medicines?

List some of the safety hazards in the home.

What are some of the primary hazards for children outside the home?
What can you do to protect the child in each instance?

Discuss some of the precautions all parents should take when leaving their child with a baby-sitter.

What are the rules of safe swimming?

CHAPTER X

SLEEPING

The setting for our drama is the living room of the Williams home where Sally and George Williams are entertaining their neighbors Jane and Tom Sullivan (parents of Jimmy) at an evening of bridge. The two couples are seated at a card table. Daughter Susan Williams is upstairs in bed--presumably.

Tom (handing the cards to George) - "Here, George, it's your deal.

Make it good--for me, that is!"

George (shuffling the cards and beginning to deal) - "This is going to be my night, Tom, old boy!"

Both Sally and George stop to listen as they hear the sound of bare feet running down the upstairs hall toward the bathroom.

Sally - "I'm afraid we'll have difficulty with Susan tonight. I had to put her to bed in such a hurry after I finished the dishes."

George (calling loudly toward the stairs) - "Susan, what are you doing?"

Susan (answering from upstairs) - "Nothing." (Sounds of the toilet flushing and steps returning to the bedroom).

Jane - "I know what you mean, Sally. Jimmy is probably giving our baby-sitter the same routine right this minute. One spade."

George - "Why they can't go to bed and go to sleep is more than I can understand. Two hearts. Boy, I drop off the minute my

head hits the pillow!"

Tom - "Me too. Two spades."

Susan - Mother, where's my teddy bear?"

Sally - "It's on the dresser, dear. Get back to bed now, right away. Pass."

Jane - "Television makes getting to sleep hard, for one thing. I'll bet our baby-sitter has it going full blast, and I know Jimmy's just dying to watch. Pass."

Susan - "Daddy, will you turn on the hall light, please? It's dark up here."

George - "Shall I, Sally?" (Without waiting for her reply and with just a touch of exasperation in his voice) "Susan, you don't need a light if your eyes are shut. Go to sleep now. Three hearts."

Tom - "When our baby arrives, bedtime is really going to be rough in a two-bedroom house. Three spades."

Sally - "What are you going to do about a place for the baby to sleep, Jane? I pass."

Jane - "I pass, too. I guess we'll keep the bassinette in our room at first. But then he-or-she will have to sleep in Jimmy's room. We can't afford an addition to the house just now."

Susan - "Mother, may I get a drink?"

Sally - "Yes, dear, but hurry."

And so it went. Susan eventually got to sleep. And it was George's night to win.

The bustle of our modern life makes good sleeping habits difficult to obtain--but all the more necessary. Usually the family no longer goes to bed early and gets up early. Night meetings, parties, movies, and television shows have considerably extended the waking hours for the average family, and for many persons the evening hours can be the most anticipated and stimulating of the day. Our smaller, more compact homes with their thinner walls, the noises of traffic and television and radio, the bright lights, all make it hard to achieve a relaxing, restful atmosphere. When we consider the present complexities and tensions of living and conjecture about the additional strains which our children shall be called upon to face, we recognize the great need for helping them build good practices of sleep and relaxation. Sleep is, indeed, the great indispensable restorer, vital to our healthful functioning.

Children's needs for rest follow a developmental pattern but do vary individually. The tiny baby sleeps most of the day. Gradually morning and afternoon naps appear. Then a little later the morning nap is dropped. Eventually the afternoon nap becomes a period of quiet play. By the time the child enters the first grade, he can usually get by with just a good long night's rest. Within this general pattern, however, children's individual needs for rest do vary.

Fundamental and characteristic differences in activity and animation appear early in children and tend to persist throughout life. There are gradations all the way from vivacity to lethargy. Allied

to these variations in activity are the sleep requirements of children. Some need a great deal of rest; others can get by with less. Indications of fatigue vary, too. Some children when tired slow down and appear drowsy and sleepy; others become even more wound up and active. Observant parents soon learn to know the individual child's needs for sleep and rest.

IT IS THE PARENTS' OBLIGATION TO
HELP THE CHILD BUILD PLEASANT
ASSOCIATIONS WITH SLEEP

Parents should do their best to set up desirable physical conditions for sleep. Each child should have his own comfortable bed if at all possible, and if separate rooms are available for each child, so much the better. It is agreed that small children should not sleep in the same room with the parents.

Loud, disturbing sounds should be kept at a minimum, although most children adapt well to the ordinary household and traffic noises. Proper temperature, ventilation, and light in the bedroom, comfort of bed clothing and night clothes are all aids to sleep and need consideration.

The little child needs help in making the transition from play to sleep. As a rule, going to bed does not hold much allure for him. It is hard for him to leave the excitement of games and toys and television, the companionship of his family, for the dubious pleasure of lying down on his bed alone in a darkened room. That is really no choice at all.

What can be done to make the necessity of going to bed easier?

Regularity of the bedtime hour is helpful. Quiet play before bedtime is preferable to exciting, exhilarating play. A warning a few minutes before bedtime that it is time to bring the game he's playing to a close is a good psychological preparation for the inevitable. The parents' cheerful matter-of-fact attitude that, "Of course, everybody goes to bed!" is an aid. And if the parents can go through the procedures of preparing the child for bed in a relaxed and unhurried way, giving him the fullest attention possible, he is not as likely to go to bed feeling, "They're just trying to get rid of me." Time will be saved in the long run and better habits and relationships will be built if the pre-bedtime routine is as relaxing and pleasant and sleep-inducing as possible.

It is best for the child to go to bed with his mind at peace.

All of us who have occasionally spent a sleepless hour know how the accumulation of fears, insecurities, worries, embarrassments of the day--of a lifetime!--all seem to come then to a great confusing focus. A child's worries and fears are no doubt not as complex as an adult's, but they are just as real. A few minutes at bedtime when the child feels he has your undivided attention, your loving interest in his welfare and in the happenings of his day, can often bring his insecurities and anxieties to the surface. A few minutes of conversation may well allay his fears and send him off to sleep more easily and peacefully, secure in the knowledge of your love

and care.

SUGGESTIONS FOR FURTHER READING

Faegre, Anderson, and Harris, Child Care and Training: 115-130.

Jenkins, Shacter, and Bauer, These Are Your Children: 287; 291; 293.

Langdon, Home Guidance for Young Children: 113-148.

Ilg and Ames, Child Behavior: 96-117.

Spock, Baby and Child Care: 158-159; 162-165; 186-188; 273-274;
318-319; 347-349; 351-353; 361-366.

Children's Bureau, Your Child from One to Six: 51-55.

QUESTIONS FOR DISCUSSION

How do you feel about rocking or singing a child to sleep? About letting a child get into bed with his parents?

What are some of the ways which you have devised to help two children of different ages who have different bedtimes to share the same bedroom?

What can you do when bedtime ceremonies (having a drink of water, a certain doll to take to bed, a particular blanket, a good-night kiss, the light on, and so on and on) become too lengthy and exacting?

Is it safe to allow the preschooler to have an occasional late night?

Is there any danger in talking about your sleeplessness in front of your child?

Should a night light be left burning if the child requests it?

How can you teach your child not to be afraid of the dark?

CHAPTER XI

EATING HABITS

"Will Jimmy eat everything you put on his plate, Jane?" This question was posed by Sally during their morning coffee break, a regular occurrence now that the briskness of fall was in the air. Sometimes the brew was poured in Jane's kitchen, sometimes in Sally's.

"He certainly won't!" answered Jane as she placed the cups of coffee on the kitchen table. "I'm particularly worried just now because he's taken to turning up his nose at eggs--any kind of eggs. And I think every child should have an egg every day."

"Well, Susan surely has her likes and dislikes, too, and trying to get her to eat everything on her plate is making mealtime miserable for the whole family. I'm at my wits end to know what to do about it. It's so important that children eat the proper kinds of foods," Sally concluded as she pushed the sugar bowl and cream pitcher toward Jane and helped herself to a cookie from the plate on the table.

Jane replied, "I know what you mean. And it seems the more you coax them to eat the more stubborn they get. I heard of one mother who takes her child's plate with the unfinished food on it, puts it in the refrigerator, and gives it to him again the next meal. I haven't been driven to that yet, but mealtimes are rapidly becoming crisis times at our house."

"I wonder," said Sally as she set down her empty cup and slipped into her jacket, "what they would eat if we just left them completely alone? I bet they'd eat nothing but desserts!"

"If I find a nice easy solution to the eating problem, I'll surely let you know. The trouble is, after I solve this egg-a-day business, I'll have to cope with manners. Jimmy's so messy with his food."

"It's always something, isn't it?" concluded Sally as she closed Jane's door and made her way home.

So many of parents' questions center about their children's eating habits that it soon becomes apparent that this is an area of major concern. Why is it that eating, which is such a pleasant, natural process, presents so many problems?

Mothers may have become so conscious of the nutritive value of foods that they have become over self-conscious about trying to get all the food elements into every child at every meal. From every TV screen, radio, woman's magazine, and newspaper there is a constant barrage of information about food. Cereals not only crackle and pop but every spoonful contains more than the minimum requirements of certain nutritious, delicious elements guaranteed to make your child a leader, a great athlete. Advertising long ago convinced us that a glass of orange juice every day is an absolute essential for health. According to the advertisers, the child who has less than four glasses of milk every single day is tottering on the

brink of nutritional disaster. So the bottle of vitamins joins the salt and pepper shakers on the table. The confusing claims and counter-claims of the food packagers ring in the ears of the mother as she pushes her grocery cart up and down the long aisles of the supermarkets, and it is no wonder that she is much concerned--and rightly so--about the quality and quantity of food that her family eats. Constantly confronted with the knowledge that an adequate diet for the family is of great importance, she has some cause to approach her child's eating anxiously and self-consciously.

But the mother who consistently serves well-prepared, nutritious meals need not be over anxious about the child who does not eat everything offered at every meal. If the child's intake of food at any one meal is a little peculiar--if he eats three servings of meatloaf but will hardly touch the baked potato and lima beans--the mother who makes a general practice of serving balanced meals will not need to worry about her child's over-all nutritional status. In the long run he will get his adequate diet.

Food finickiness may be an attention getting device for the child. In the rush of modern life mealtime is frequently the only time the entire family is together. All members, including particularly mother and father, are eager to tell what has happened to them during the day. The preschooler frequently has difficulty in making his voice heard, his presence felt. By becoming choosy about his food, he may discover that he has a means of drawing

attention to himself. So mealtime, which should be one of the happiest of family experiences, becomes a running battle between the parents, engrossed in discussing the day's events in the adult world, and the child, who wants his share of attention, too.

Food likes and dislikes are learned. We eat over a thousand meals each year. Each of these meals--and the between-meal snack, too--is a learning experience for the child; and, beginning with that first spoonful of applesauce, the child acquires, often very subtly, his ideas about food. Being fussy about food is not a trait inherited by the healthy child; it is learned.

Parents of young children might as well expect a degree of confusion at the family table. If there are several squirmy, hungry, tired preschoolers in the family, meals can be very difficult. Parents, also hungry and tired, must more or less muddle through this period, keeping before them a goal. Ideally the family meal is an opportunity to unify the family, to give each person his share of attention, to create and absorb family ideals and customs while enjoying together an appetizing, nutritious meal attractively served in a happy, relaxed atmosphere.

SUGGESTIONS FOR FURTHER READING

Faegre, Anderson, and Harris, Child Care and Training: 105-115.

Jenkins, Shacter, and Bauer, These Are Your Children: 94-95; 162; 225-226.

Langdon, Home Guidance for Young Children: 78-113.

Ilg and Ames, Child Behavior: 81-96.

Spock, Baby and Child Care: 274-276; 284-303; 454-457.

Children's Bureau, Your Child from One to Six: 45-50.

QUESTIONS FOR DISCUSSION

What are some of the reasons that a child's appetite will vary?

What are some of the basic principles involved in the preparation and serving of food for children?

Is it wise to coax or bribe the child to eat?

How do you feel about between-meal snacks?

When should the child start eating with the family?

When and how do you go about teaching manners?

How can the father of the family help at mealtimes?

What can be done to help the child who eats too much?

Discuss some of the reasons for trying to create a happy atmosphere at the table. What can be done to maintain such an atmosphere?

CHAPTER XII

CREATIVE PARENTHOOD

It was Jane Sullivan's first day home from the hospital with her new little baby girl. All had gone well. And now, this evening, with all quiet in Jimmy's bedroom, with the baby asleep in her bassinette, and with Jane comfortably ensconced on the living room sofa, the new parents were talking seriously about their new future:

"I can't tell you how good it is to have you and the baby both home safe and sound," said Tom earnestly.

"It's so good to be at home again with you and Jimmy, to know that the baby is all right," replied Jane. "I don't believe I could possibly be any happier."

"It's a funny thing, Jane. I know that wrapped up in that blanket we brought home today, there's a lot of work and expense and trouble and responsibility, but right now, for some reason, all I can think of is all the pleasure she's going to bring us."

"I know what you mean, Tom. Just remember how much fun we've had watching Jimmy grow and change--his first smile, that first birthday when he nearly squashed the cake reaching for the candle, his eyes last Christmas when Santa brought him his trike, the expression on his face today when he saw the baby for the first time--all those things and hundreds more! And now all those happy things are in store for us again. We're so fortunate!"

"Being a parent is probably about the most important contribution I'll ever make to this old world, I guess," said Tom thoughtfully. "I just hope you and I have the intelligence and the vision necessary to help these two kids develop into at least approximately the kinds of persons they are meant to be." Then after glancing at his watch, Tom said, "Say, I'll bet you're awfully tired. You'd better get to bed."

The foregoing chapters have inevitably placed emphasis on the problems of parenthood, and, even though in an early chapter you were urged to "enjoy your children," the net effect of your discussion and reading has doubtless been to place stress on the fact that child rearing is an extraordinarily serious affair. There are problems connected with being parents, problems that become more and more complicated with the increasing complexities of our day. Child rearing is a serious concern which makes great demands of parents. The fact that you have joined a parents' discussion group or have read through the preceding material attests to the responsibility you as a parent feel, to the extreme importance you place on doing all you can to become a competent parent.

There is probably no other job, not even the job of earning a living, on which two parents jointly spend as much time, effort, and thought as they do on the business of parenthood. But those tasks which require much of us also bring great rewards. This is eminently true of child rearing. The joys of parenthood eclipse and can far outweigh the obligations it imposes.

While engaging in the child rearing process the parent grows in

self-knowledge. In observing both the agony and the joy of his child's growth and development, the parent comes to a new understanding of the processes by which he himself became the person he is. By being now on the parent end of the parent-child relationship, he comes to a fuller awareness of and sympathy for the practices which his parents used in his own childhood. Arriving at such self-knowledge, becoming more objective about one's self, is an essential for creative parenthood.

Creative parenthood makes continued growth an obligation. We sometimes mistakenly believe that personal growth stops at the end of the adolescent period, that in the later years of life we merely put into practice what we learned at the earlier age. Nothing could be farther from actuality. The opportunity for growth is always present. And when the parent comes to the realization that his life is being imitated, his values are being subtly absorbed by his child, the necessity of making his own life a vital one, worthy of imitation, becomes also an essential for creative parenthood.

Being a parent is a creative enterprise of the highest order. We are still unsure of all the elements of guidance which parents must subtly blend to further the creation of personality in his child. How do we really motivate the child? How does he actually learn? But we can be assured that there is no greater artistry than that used by the good parent in providing the proper, suitable atmosphere and opportunity for the formation of character and individuality to take place. What

other artist has the privilege and pleasure of working with a medium that actively responds, reacts, even talks back? What other craftsman uses a substance which constantly grows and changes under his very hands?

There is great joy in observing our children's achievements. These joys may come as a result of some large achievements, or, more often, as the result of very minor ones: taking the first steps, helping or protecting little sister or brother, acquiring a new skill, earning a new Scout badge, speaking with poise and courtesy to an older person, carrying himself or herself with dignity in the first formal party attire, receiving that high school diploma--hundreds of happenings, varied, personal, poignant; all evidences of the progress toward maturity.

Our joy in our children's achievements is more than merely extending our own personalities through theirs. It is more than just pride in possession. It is more than reliving our own lives in the lives of our children. It is more than the artisan's pleasure in his completed masterpiece. This something "more" is directly related to the inherent freedom of the human spirit. Parents can provide the clime and the impetus for personality growth. But the achievements of that person are uniquely his own, products of his own choices, results of his own individuality.

To guide the progressive development of this free individual, to provide in so far as possible opportunity for his optimum growth as a physical and intellectual being, to watch him gradually take his place as a useful adult--to share in this process, to be a parent, is a rewarding, creative enterprise.

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APPENDIX A

CHRONOLOGICAL LIST OF BOOKS BY THE AUTHOR WITH SOME THE CHIEF

AS APPEARING UNDER HIS NAME IN THE PUBLISHED EDITION

FROM 1840 TO 1885

- 1840 - First English edition of "The Principles of Political Economy" published in the United States.
- 1841 - Second English edition of "The Principles of Political Economy" published in the United States.
- 1842 - "The Principles of Political Economy" published in London, England.
- 1843 - "The Principles of Political Economy" published in London, England.
- 1844 - "The Principles of Political Economy" published in London, England.
- 1845 - "The Principles of Political Economy" published in London, England.
- 1846 - "The Principles of Political Economy" published in London, England.
- 1847 - "The Principles of Political Economy" published in London, England.
- 1848 - "The Principles of Political Economy" published in London, England.
- 1849 - "The Principles of Political Economy" published in London, England.
- 1850 - "The Principles of Political Economy" published in London, England.
- 1851 - "The Principles of Political Economy" published in London, England.
- 1852 - "The Principles of Political Economy" published in London, England.
- 1853 - "The Principles of Political Economy" published in London, England.
- 1854 - "The Principles of Political Economy" published in London, England.
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- 1858 - "The Principles of Political Economy" published in London, England.
- 1859 - "The Principles of Political Economy" published in London, England.
- 1860 - "The Principles of Political Economy" published in London, England.
- 1861 - "The Principles of Political Economy" published in London, England.
- 1862 - "The Principles of Political Economy" published in London, England.
- 1863 - "The Principles of Political Economy" published in London, England.
- 1864 - "The Principles of Political Economy" published in London, England.
- 1865 - "The Principles of Political Economy" published in London, England.

APPENDIX A

CHRONOLOGICAL LIST OF SOME OF THE EVENTS WHICH SHOW THE GROWTH
OF CHILD WELFARE AND STUDY IN THE UNITED STATES
FROM 1800-1930

- By 1800 - Four orphan asylums had been established in the United States.
- 1807 - New York City Orphanage was incorporated. Four years later it received a legislative grant.
- 1817 - Institution for the Deaf founded in Hartford, Connecticut.
- 1825 - The House of Refuge, an institution for delinquent children, opened in New York City.
- 1826 - Robert Owen started a nursery school of over one hundred children at Harmony, Indiana.
- 1832 - Perkins Institution for the Blind founded in Boston.
- 1842 - Probation for delinquents was begun in Massachusetts by John Augustus.
- 1847 - The first state-supported and state-controlled institution for delinquent children opened in Massachusetts.
- 1848 - Institution for the Feeble Minded founded in Waverly, Massachusetts.
- 1853 - New York Children's Aid Society founded. This marked the beginning of foster home placement.
- 1859 - Charles Darwin published The Origin of the Species by Natural Selection.
- 1860 - Elizabeth Peabody started a kindergarten in Boston.
- 1866 - Ohio passed a law permitting "county homes" for orphans.
- 1883 - Beginning of state "Children's Home Societies" under the leadership of Van Arsdale in Illinois.
- 1885 - Foundation of National Children's Home Society. There were 36 state societies by 1916.

- 1888 - First meetings of the Society for the Study of Child Nature which later became the Federation for Child Study and then the Child Study Association of America.
- 1890's - Bolton and Gilbert tested reaction time, color discrimination, memory in children between the ages of 6 and 16.
- 1896 - Psychological Clinic begun at the University of Pennsylvania.
- 1897 - Foundation of the National Congress of Parents and Teachers.
- 1898 - Child Study Program of the American Association of University Women begun.
- 1899 - First juvenile court in Cook County, Chicago, established.
 - National Conference of Charities and Corrections set forth the principles of child saving.
- 1901 - The investigations of Thorndike and Woodworth questioned the efficacy of formal discipline.
- 1906 - Second National Conference of Charities and Corrections.
 - Visiting Teacher movement begun. Organized later in 1919.
 - Idea of a Children's Bureau suggested to President Roosevelt by Lillian Wald, founder of Henry Street Settlement in New York City.
- 1907 - Binet's tests indicated measurable differences in mental levels.
- 1909 - G. S. Hall attempted unsuccessfully to coordinate scientific societies in an interdisciplinary study of child development.
 - American Association for the Study and Prevention of Infant Mortality founded.
 - First White House Conference on the Care of Dependent Children was convened by President Roosevelt. The Children's Bureau was one of the results.
- 1911 - Mothers' pension Law gave state aid to mothers of dependent children in Illinois. By 1934 almost all states had such laws.
 - Yale Psycho-Clinic founded; it was enlarged in 1926 and 1927 by a grant from the Laura Spelman Rockefeller Memorial.
 - Children's Code Commission appointed in Ohio.
- 1912 - Children's Bureau founded.

- 1913
 - United States Bureau of Education of the Department of the Interior instituted a Division of Home Education.
 - Children's Bureau began a study of child labor.
 - Publication of first edition of the Children's Bureau bulletin, Prenatal Care.
- 1914
 - Smith-Lever Act passed.
 - Children's Bureau began a study of juvenile courts.
 - Publication of first edition of the Children's Bureau bulletin, Infant Care.
- 1915
 - Organization of the Child Welfare League of America.
 - Organization of the National Birth Control League with Mrs. Margaret Sanger as organizer.
 - Birth registration area established in 10 states. Registration was required in all states by 1933.
- 1916
 - Terman began work with gifted children.
- 1917
 - Foundation of the Iowa Child Welfare Research Station with Bird T. Baldwin as director. The Station later received money from the Rockefeller Memorial funds.
 - Vocational Education Act authorized expenditure of federal and state funds for adult classes in homemaking in public schools.
- 1918
 - First Federal Child Labor Law.
- 1919
 - Second White House Conference, convened by President Wilson, brought to the nation's attention the physical and mental deficiencies revealed by the examinations of soldiers during World War I.
 - Publication of Watson's Psychology from the Standpoint of a Behaviorist.
- 1920
 - Merrill-Palmer School of Homemaking opened in Detroit.
- 1921
 - Nursery School Education established at Teachers College, Columbia University.
 - Sheppard-Towner Act provided aid for the reduction of maternal and infant mortality.
- 1922
 - The Play School for Habit Training opened in Boston. This was a behavior clinic for children with behavior problems.
 - Merrill-Palmer started the first nursery school to be used as a laboratory for the education of young girls in the care and training of children.

- 1922-1924 - Government Division of Home Education called conferences on Home Education in Lexington and Minneapolis.
- 1923 - Rockefeller Memorial granted money for a monthly bulletin which became two years later, Child Study, published by the Child Study Association.
 - Department of Euthenics at Vassar founded.
 - Children's Bureau issued a set of Standards for Juvenile Courts.
 - Federal Maternal and Infancy Act.
 - American Child Health Association founded.
- 1924 - Beginning of Stevenson's Child Guidance Clinics.
 - Course initiated at Teachers College to train leadership for parent education.
 - Child Welfare Institute at Teachers College founded.
 - First nursery school for the use of high school students of homemaking established at Highland Park, Michigan.
 - Ernest Groves taught the first marriage preparation course at Boston.
- 1925 - Conference of parent education workers called by the Child Study Association from which resulted the National Council of Parent Education. It later merged with the National Council of Family Relations.
 - Association for Family Living established in Chicago.
 - National Research Council revitalized its committee on Child Development.
 - Child Development and Family Life instruction begun at Cornell.
 - Institute of Child Welfare at the University of Minnesota founded.
 - Institute of Child Welfare at the University of Toronto founded.
 - Conference on Modern Parenthood called by CSAA with 1500 persons present.
 - Foundation of National Council of Parental Education with 50 organizations represented.
- 1926 - American Home Economics Association promoted a national program on Parent Education.
 - Child Guidance instruction begun at the University of Cincinnati.
 - American Home Economics Association appointed a field worker in child development and parent education.
 - National Association of Nursery Education founded.

- 1927
- Child development teaching begun at Western Reserve University in Cleveland.
 - Child Research Council established at Denver.
 - Institute of Child Welfare at the University of California founded.
- 1928
- Division of Child Development and Parental Education established in New York State Department of Education.
 - Washington Child Research Center founded.
- 1929
- Fels Institute founded at Antioch.
- 1930
- Research in Child Development begun at Michigan State.
 - Mooseheart Laboratory for Child Research started.
 - Third White House Conference, convened by President Hoover, pooled child research and issued a substantial series of publications. The Children's Charter was one of the results of this conference.

APPENDIX B

These are the names of the people who were interviewed for this study.

Mr. Thomas J. Smith

Mrs. John D. Jones

Mr. Robert L. Brown

Mrs. Mary K. White

Mr. Charles E. Green

Mrs. Elizabeth F. Black

Mr. William H. Gray

Mrs. Susan M. Hall

Mr. James A. Young

Mrs. Rebecca L. King

Mr. David C. Lee

Mrs. Anna B. Scott

Mr. George W. Adams

Mrs. Sarah J. Taylor

Mr. Henry D. Miller

Mrs. Jane E. Wilson

Mr. John F. Moore

Mrs. Mary A. Evans

APPENDIX B

FORMS USED WITH THE TESTING GROUP

I. CHECK LIST

Please number these topics in the order of their interest to you.

- _____ How Preschool Children Grow
- _____ Principles of Guidance
- _____ Techniques of Guidance (Discipline)
- _____ Eating
- _____ Sleeping
- _____ Toilet Training
- _____ Play
- _____ Bad Habits (Thumbsucking, Begging, Destructiveness, etc.)
- _____ Relations with Brothers and Sisters
- _____ First Contacts with Neighborhood, School, the "Wider World"
- _____ Health and Safety
- _____ Character Training (Responsibility, Religion, etc.)
- _____ Sex Education

Any others? Please specify.

II. EVALUATION SHEET

Please make your comments and criticisms as detailed as possible. I am particularly anxious to get your opinions about ways the chapters can be improved.

- I. How many chapters have you read? Estimate: All _____
Three-fourths _____
One-half _____
One-fourth _____

II. Do the incidents at the beginning of the chapters stimulate interest?

Are they true to life or are they stilted and unnatural?

III. Does the material in the chapters deal with things that are important to you?

Can you think of other topics which you would have liked to discuss?

Is the material readable or is it dry and hard to read?

Is it understandable?

IV. Are the questions at the end of the chapters pertinent and helpful or not?

V. Is the way the material is organized (the divisions within the chapters, the underlining of main ideas, etc.) helpful or not? Can you think of ways that the organization could be improved?

VI. Please make any further comments that occur to you about the value of the material to you personally. Has it enlarged your ideas concerning parent-child relations? Has it been of any practical help to you, or is it too idealistic? What has been the total effect of the material on you?

APPENDIX C

RESEARCH REPORTS OF THE BUREAU OF THE ARMY

1. THE ARMY BUREAU OF THE ARMY

1.1. The Army Bureau of the Army is the primary research and development organization of the Army. It is responsible for the development of new weapons, equipment, and tactics, and for the improvement of existing ones. The Bureau is organized into several divisions, each of which is responsible for a specific area of research.

1.2. The Bureau is headed by the Chief of the Bureau, who is responsible for the overall direction and management of the Bureau. The Chief is assisted by several Deputy Chiefs, who are responsible for specific areas of the Bureau's work. The Bureau is also organized into several divisions, each of which is responsible for a specific area of research.

1.3. The Bureau is organized into several divisions, each of which is responsible for a specific area of research. The divisions are: 1.1. The Division of Research and Development, which is responsible for the development of new weapons, equipment, and tactics; 1.2. The Division of Research and Development, which is responsible for the development of new weapons, equipment, and tactics; 1.3. The Division of Research and Development, which is responsible for the development of new weapons, equipment, and tactics.

2. THE ARMY BUREAU OF THE ARMY

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APPENDIX C

SELECTED READINGS USED IN THE STUDY GUIDE

I. THREE STANDARD TEXTS

Faegre, Marion L., John E. Anderson, and Dale B. Harris, Child Care and Training. Minneapolis: The University of Minnesota Press, 1958, eighth edition. 300 pp.

Jenkins, Gladys, Helen Shacter, and William Bauer, These Are Your Children. Chicago: Scott, Foresman and Company, 1953 expanded edition. 320 pp.

Langdon, Grace, Home Guidance for Young Children. New York: The John Day Company, 1946 revised edition. 357 pp.

II. TWO PAPER-BACK EDITIONS

Ilg, Frances I. and Louise B. Ames, Child Behavior. New York: Dell Publishing Company, 1955 edition. 384 pp.

Spock, Benjamin, Baby and Child Care. New York: Pocket Books, Incorporated, 1959 edition. 627 pp.

III. PAMPHLETS

Public Affairs Pamphlets (Public Affairs Pamphlets, 22 East 38th Street, New York 16, New York):

"Back to What Woodshed?"
"Democracy Begins in the Home"
"Enjoy Your Child, Ages 1-3"
"How to Discipline Your Children"
"How to Tell Your Child About Sex"
"Keeping Your Child Safe"
"Mental Health is a Family Affair"
"The Shy Child"
"Three to Six: Your Child Starts to School"
"Your Child's Emotional Health"
"Your Child's Sense of Responsibility"
"Your Family's Health"

Science Research Associates Pamphlets (Science Research Associates,
57 West Grand Avenue, Chicago 10, Illinois):

- "A Guide for Family Living"
- "A Guide to Better Discipline"
- "A Guide to Successful Fatherhood"
- "Developing Responsibility in Children"
- "Emotional Problems of Growing Up"
- "Emotional Problems of Illness"
- "Guiding Children's Social Growth"
- "Helping Boys and Girls Understand Their Sex Roles"
- "Helping Brothers and Sisters Get Along"
- "Helping Children Adjust Socially"
- "Helping Children Develop Moral Values"
- "Helping Children Understand Sex"
- "How Children Grow and Develop"
- "How to Live with Children"
- "Why Children Misbehave"
- "Your Child and the People Around Him"

Goller, Gertrude, When Parents Get Together: How to Organize a Parent Education Program. A Report of a Committee of the Staff of The Child Study Association of America. New York: Child Study Association, 1955. 44 pp.